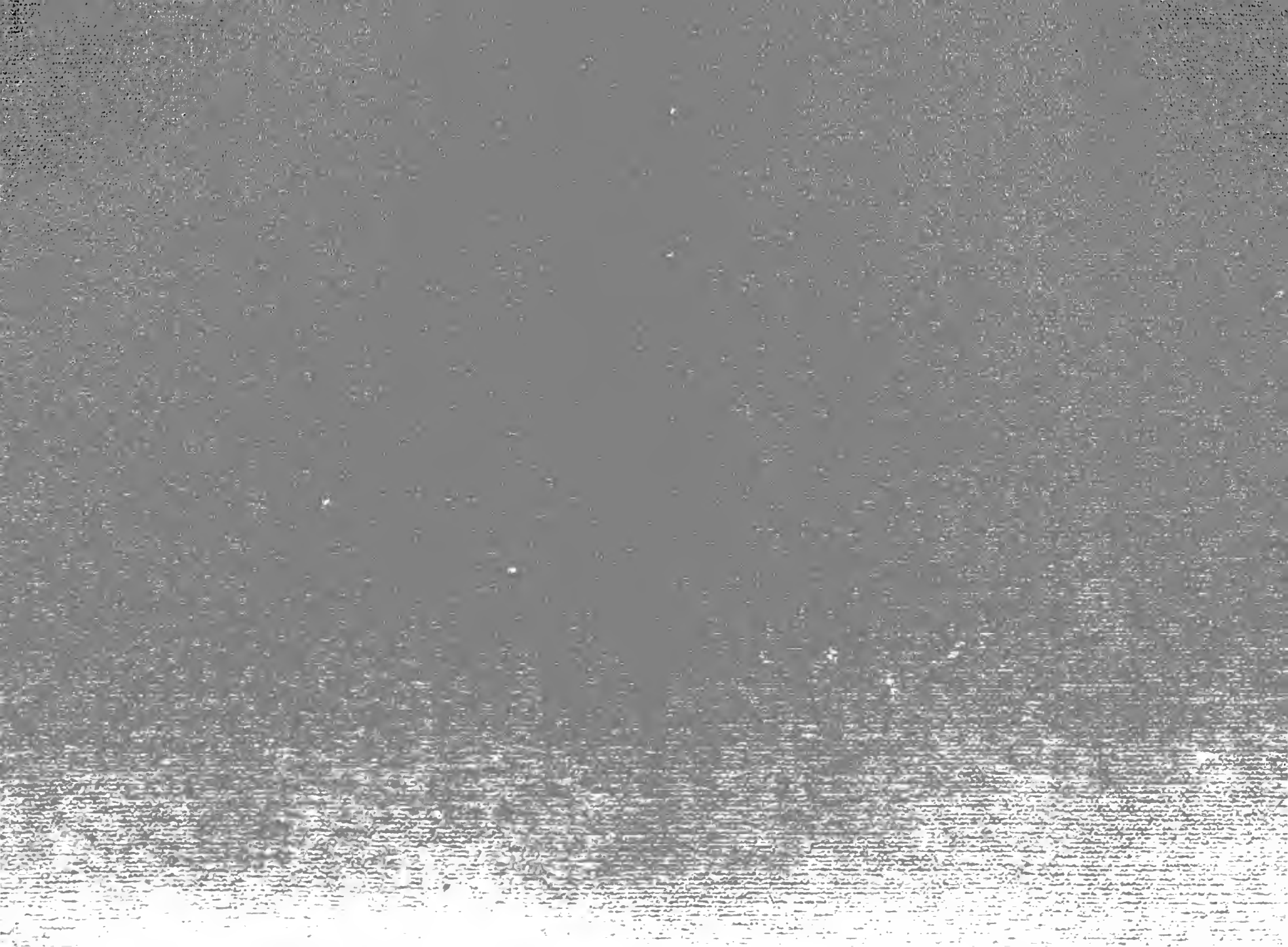

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# INSTITUTIONS OF HIGHER EDUCATION AND URBAN PROBLEMS: A Bibliography and Review for Planners

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# INSTITUTIONS OF HIGHER EDUCATION AND URBAN PROBLEMS:

# A BIBLIOGRAPHY AND REVIEW FOR PLANNERS

by

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## I. SUMMARY

While not a new idea, the demand that institutions of higher education do something about the problems of the cities generated a great deal of discussion during the 1960's. Unrest within the University and in the City provoked a number of programs and projects which attempted to bring the resources of the University to bear on different aspects of urban life, and even sometimes to make these resources available to city-dwellers. These activities stimulated further discussion and controversy. The accompanying bibliography is an attempt to bring together those contributions to this literature which might be useful for those who have to plan the role of the University in the City in the new context of the 1970's.

The basic concern of the literature review is to analyze what the different writers have to contribute to the self-understanding of planners of institutions and systems of higher education. There is an interaction between this self-understanding and planning the response of institutions of higher education to urban problems. It is almost impossible to construct a viable theory of higher education planning without a clear, consistent view of the place of higher education in our urban society and of the planner's particular institution or system in its immediate environment. At the same time, the planning of practical activities which affect the urban environment requires an adequate theory, an objective self-understanding of the urban-university interface.

It is asserted, but admittedly not proven, in the review essay that planners lack this self-understanding. Evidence for this assertion is found in an examination of alternative theoretical bases for planning the urban-university interface.

The essay also starts with the assumption that the notion that the University should make a positive contribution to the resolution of urban problems implies that it must do more than it does in the course of carrying out its day-to-day operations. Just being an institution of higher education in the ordinary sense of the term, just "taking care of business" is not enough. This assumption conflicts with what is called "the conceit of the university," the notion that the historical development of the university and the contemporary institutional forms which embody that history are grounded immanent laws, which might interact with but are basically independent of the forces at work in the unfolding of the history of society at large.

With regard to issues raised in the literature of the 60's, this conceit tends to cut two ways: inwardly, in calls for the University to withdraw from the chaos of the City; outwardly, in exhortations to the University to save the City because it alone stands above the forces which threaten the stability of the City. One basic conclusion of the literature review is that all the proposals looked at assume, in one way or other, that the University is a free-wheeling institution in society. While the essay does not attempt to prove that this is a false notion, evidence is presented in Section D which tends to contradict the conceit of the university.

The review notes that this conceit is also antagonistic to the notion of planning the urban-university interface because it ascribes an "independent valuation" to the University, the "idea of the University." The failure of planners to confront this

conceit in coming to a self-understanding might explain the gap in the theory of planning higher education mentioned in Part 10 of Section A and the derivative character of descriptions of the interface planning process noted in Part 3 of Section E. The review does not explore this hypothesis, however.

Another conclusion which can be made from the review of the literature is that planners should be aware of the dangers inherent in definitions of the urban-university interface which are based on concepts like "shared goals," "needs," and "problems."

Finally, it should be noted that this review was written before publication of the Carnegie Commission report, The Campus and the City: Maximizing Assets and Reducing Liabilities (McGraw-Hill, December 1972), and before receipt of the University of Cincinnati report, University-Community Tension and Urban Campus Form, Volume 1, by Robert L. Carroll, Hayden B. May, and Samuel V. Noe, Jr. (October 1972).

## II. REVIEW OF THE LITERATURE

### A. Towards a Self-Understanding

This review is addressed to planners who have to deal with institutions of higher education in an urban society. The literature uses the phrase, "the University in the City," to refer to a single college or university in a particular city, to "inner city" institutions, to the institutions in a metropolitan region, and to the collectivity of institutions of higher education in a society. While at times our focus will shift to reflect these ambiguities, the underlying concern of this review is to examine this literature for what it can contribute to a theory of planning institutions of higher education for an urban society. This theory is conceived as the self-understanding of planners, those who work for Federal, state, and metropolitan governments as well as those employed by state-wide systems and individual institutions of higher education.

At present such planners in America lack a self-understanding. Both institutions of higher education and planners, in whatever institutions they work, receive many role messages. They lack the means of filtering, interpreting, and acting upon such messages. The literature under review can be regarded as the vehicle for many of these messages, particularly those emanating from leading groups and intellectuals. At the same time it reflects the lack of self-understanding of the intended recipients, many of whom are also members of the same leading strata. Overall, the literature gives the impression of oscillating between strident calls for the University to solve all the problems of the City and muckraking exposés of the self-serving nature of many of these calls, as well as of the ways in which universities actually exacerbate the problems of the City.

As will be seen, much of the literature is imbued with the rhetoric of the Great Society. The ideas and programs it discusses were likewise responses to certain social forces. George Nash, for instance, traces the causes of university involvement in solving the problems of the city to the War on Poverty, the Great Society programs for higher education, the riots in the ghetto, and the rebellion on the campuses. (6.34)* A number of other observers also see the increase of university activity in the sixties as a response to student and Third World unrest. (e.g., Samuel Jackson (6.19,5), and Patricia Cross (8.1). Most of the observers look upon this unrest as a disturbance in a basically stable community, rather than as a challenge to the ability of those in power to deal with the problems faced by that community. Related to this outlook is the tendency to reduce the urban-university interface to the technical question of gathering, interpreting and disseminating information. This is not the same as achieving a self-understanding about the relationships between campus and community.

Therefore, it would be well for us to begin by looking over some of the theories which have been used or which have been proposed for use by planners and universities for arriving at a self-understanding, for filtering the role messages, the constituency demands, the social problems or needs which are communicated to them. In examining these theories it is essential to keep the following questions in mind: who chooses? for whom? In the theories we will look at this basic interpersonal concern tends to be obscured by categories which hide the relations between and among people which are our basic concern. We will look at seven

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* References in parentheses refer to items in the bibliography. Footnotes follow the article.

theories: the university as an entrepreneur or economic enterprise, the theory of the public household, the theory of the educational and scientific estate, role theory from social psychology, organization theory, interorganization theory, and the theory of educational planning.

1. The University as Entrepreneur

There are two ways of looking upon the university as an entrepreneur or economic enterprise. The first is that of neo-classical economics. If we look upon the university solely as a firm in the sense Milton Friedman gives to that term, we might have to end our discussion right here, at least as long as we maintain the implicit assumption that an active role in the city entails more than "taking care of business." For as he states in Capitalism and Freedom, "In such an economy (a market economy), there is one and only one social responsibility for business-to use its profits and engage in activities designed to increase its profits so long as it stays within the rules of the game, which is to say, engages in open and free competition, without deception or fraud." (2.40,133) But the market point of view can be used to construct a theory of the urban-university interface, Joseph Lewis, for instance, argues:

> Another way to look at what is happening would be to observe that colleges and universities are enterprises that respond to market opportunity. They tend to train the sorts of people society wishes to employ in rewarding ways. In so doing reward opportunities within the university are created. An external demand or market of sufficient size creates an internal mechanism within a responding university for meeting it. An interaction occurs between the external and internal market that enables participants to move between practice, on the one hand, or teaching and research on the other. Or even more frequently, to advise practioners as consultants and advisors while operating in the university world of teaching, research and 'production management' (the production being managed turns out a mix of analysts, researchers, practitioners and teachers, plus research and analysis services,

> and products, or sometimes experiment, invention and development.) This is a self-reinforcing loop and promotes the growth of both markets, once established, and reduces the tensions that otherwise exist between the world of practice and academe. (35.45, viii).

Lewis does not see the universities acting in response to market opportunities as "single hierarchies or corporate entities but more as arcades within which individual entrepreneurs conduct their separate enterprises." The two markets which concern Lewis, and which are important to our discussion, are what he terms the "national security affairs market" and the "urban affairs market." The former is centralized in the federal government, powerful, and possesses an over-abundance of resources; the latter is diffuse, weak, and noticeably lacking in sufficient resources to meet its "needs." While Lewis is concerned about increasing the flow of resources to the urban affairs market, he treats the interaction among the university and these two markets as a fact of life. When we look at James Ridgeways The Closed Corporation, we will see someone who raises questions about the values implicit in these interactions.

This economic enterprise theory of the university employs such categories as economic sectors (public, private), levels of government (federal, state, local), effective demand, goals and objectives. Using these concepts Lewis analyzes what is happening in the cities in the following way:

> It is the aggregate, accumulating daily decisions of the private sector which determine the form and content of urbanization in the United States. It is true these are made in a total perceived context which includes constraints and incentives presented by the words and actions of governments as well as these balances of advantage and cost, presented by the market place and social reckonings. But the bulk of economic power is private. And government can affect but is not the arbiter of social costs and gains. The effects are evident enough. It is, fundamentally, the nature of its enterprise that gives a New York, Miami or Los Angeles its character. Our public,

> municipal and regional plans are substantially honored in the breach because they are not made and do not have sufficient power in the areas where the operational decisions are made that determine what will really happen.... (I)t is a function of governments to so arrange incentive systems and constraints that the private decisions will make economic sense if they also serve or at least do not subvert a defined public good. (35.45, xiv).

It is an important function of the universities to provide policy analysis to aid government in performing this function. These analysts are constrained by the "nature" of the "public goal setting process," a "nature" which Lewis does not analyze. The key problem which Lewis sees is that the publics which demand the service of the state and local governments are not willing, he asserts, to pay the market price for such services. Therefore, these governments are unable to present an effective demand for such policy analysts.

He senses that the publics might be correct in not being willing to pay for such services. "Alternatives of public form and structure, of shifts in the partitions of public and private roles in society's functioning, abandonment of efforts to save or restore old forms of urbanization, may all be better bets to match the public gropings towards consensus." He hopes that the infusion of larger numbers of skilled new men at these levels of the public sector could be more potent in learning how to move than the placing of them elsewhere. "These men could eventually be the key to movement toward new directions if they see the ones we now follow to be defective." (35.45,xvii). I should hope that by 1971 Lewis would have been more aware of the sexism in his use of the word "men." That he has not escaped the elitist bias of so much of this literature is not so surprising.

Another variant of entrepreneurial understanding of the university can be found in Roland Warren's theory of the social entrepreneur in the community viewed as a quasi-market. Warren's categories are: entrepreneural function, financers, acceptors, exchange, and survival needs. In this theory the social entrepreneur-like the classical market entrepreneur - takes an idea, gets the capital for it, gathers the labor, and sells it on the "market." This theory could be taken normatively as a suggestion for how the university should operate in the city or as a possible explanation of such activities as its extension services.[1]

2. The Theory of the Public Household

The next theory which might provide a basis for the self-understanding of planners in the urban-university interface is the theory of public finance as found in Musgrave's book of the same title. The basis for applying a theory of the public household to universities can be found in Laurence Veysey's The Emergence of the American University.

> Only if one ignores the insistence of many American parents upon their children's success, only if one forgets the investment of long and arduous labor for higher degrees on the part of perspective professors, can one define the American university as a truly "voluntary" association. One did not take up life in the university, whether as student or teacher, as one takes up a casual hobby or civic interest. Consequences of resignation, to be sure, were by no means as dire as in the extreme instance of the nation-state, but the record of academic behavior offers more parallels to the problems of government in the "high" sense that it does to the difficulties of the voluntary interest group. The university - in many respects like the hospital and the factory - falls into an in-between category of the partially compulsory institution, one which Tocqueville failed to foresee and which has become increasingly essential in the lives of most Americans. (1.17, 334)

Musgrave's categories include such concepts as allocation, distribution, stabilization, social wants and preferences, efficiency, equity. The market theories discussed about dealt primarily with university outputs to which the "exclusion principle" could apply. That is, there are some activities from which the university can exclude people unless they pay the price the university demands. There are other products of university activities and activities themselves to which the exclusion principle cannot apply. "People who do not pay for the services cannot be excluded from the benefits that result; and since they cannot be excluded from the benefits, they will not engage in voluntary payments."[2] A prime example of such an output is the production of information and ideas. The university can charge a price for people to come listen to a professor in a classroom, but the university often cannot charge a price for the use of the teacher's ideas. Musgrave calls the want for such goods a "social want," and argues that such wants cannot be filled by the market. Such wants present two difficulties for those who are drawing up the budget of the public, or in this case semi-public, household: first, the budget-maker does not know the "true" preferences of the consumer; second, even if the "true" preferences of individuals could be known, budget makers would not have any single way of drawing up the budget which would be most efficient, in the economist's sense of efficiency. The application of Musgrave's paradigm to the university raises a number of questions which planners constantly face, and which are implicit in much of the literature. How does a university get its constituents to reveal their preferences? Do people know what they need? How does the university know whether they know? How does the university validate its knowledge of preferences? Are "urban problems" due to lack of information about what people "really" need?

3. The Educational and Scientific Estate

Actually, the question of whether people know what they need is somewhat out of place in Musgrave's context. It is however the starting point for Galbraith's theory of "the educational and scientific estate," our third possible source for a self-understanding. A few of the important categories in this theory are: power, control, or influence over inputs; status; social innovation; and the technostructure. The technostructure:

> is a collective and imperfectly defined entity. "It includes, however, only a small proportion of those who, as participants, contribute information to group decisions." This latter group is very large; it extends from the most senior officials of the corporation to where it meets, at the outer perimeter, the white and blue collar workers whose function is to conform more or less mechanically to instructions or routine. It embraces all who bring specialized knowledge, talent or experience to group decision-making. This, not the management, is the guiding intelligence-the-brain-of the enterprise. (2.42, 82)

According to Galbraith, the technostructure is extremely dependent upon educators and research scientists, collectively known as the "educational and scientific estate." This estate supplies the trained manpower and the steady flow of scientific, technological, and social innovations which the technostructure requires. He sees this dependence as a source of power for the educational and scientific estate to change society for the "better." Why should this estate feel the need to work for such social change? For one thing, large segments of the estate, especially those associated with the cultural sciences, feel that service to the technostructure "corrupts" the integrity of scholarship. For another, educators and scientists are somehow above manipulation and able to see through the media the technostructure employes to manage demand for its goods and services.

"The economy for its success requires organized public bamboozlement. At the same time it nurtures a growing class which feels itself superior to such bamboozlement and deplores it as intellectually corrupt." (2.42, 302)

The "new industrial system" is peculiarly able to create social goals which reflect its needs. At the same time it attempts to maintain the dominant view that these needs originate from a pre-existing human nature and are not synthesized by society. Galbraith sees himself as the great debunker of such a view. And he sees the role of the educational and scientific estate similarly. Intellectuals must assume the political task of fighting to fulfill those needs which the people do not perceive, given their present state of mystification. The estate has the task and the ability to reverse the tendency towards public squalor amidst private affluence, the theme of his earlier work The Affluent Society. These needs arise particularly in the areas of ecology and aesthetics. The latter area presents goals which both conflict with the needs of the industrial system and transcend it. (2.42, 350-360)

Using these categories Galbraith formulates the question of the role of colleges and universities in the "new industrial state" as a choice.

> Colleges and universities can serve the needs of the technostructure and reinforce the goals of the industrial system. They can train the people and cultivate the attitudes which insure technological advance, allow for effective planning and insure acquiescence in the management of consumer and public demand. And they can affirm the policy images, including those on foreign policy, that the latter requires. This is the line of least resistance; it will be the consequence of a purely passive response by educators to the development of the industrial system. It will be the consequence of the orthodox view by the educator of his role. Or colleges and universities can

> strongly assert the values and goals of educated men - those that serve not the production of goods and associated planning but the intellectual and artistic development of man. It is hard to believe there is a choice. (2.42, 383-384)

Colleges and universities hold the trump card. They produce the essential factor of production, educated labor.

Galbraith asserts "only the innocent reformer and the obtuse conservative imagine the state to be an instrument of change apart from the interests and aspirations of those who comprise it." (2.42, 386) Therefore, he argues that it is necessary to turn to the intellectuals for the necessary political initiative to assert society's "real" needs. How these intellectuals are able to transcend the class structure of the industrial system, which he describes, Galbraith does not bother to explain. His implicit assumption, most evident in his discussion of aesthetics, seems to be that the world of ideas, the world of the intellectuals, is somehow independent of the system of production. Their initiation into this higher realm lays a heavy burden upon members of the educational and scientific estate.

> In fact, no intellectual, no artist, no educator, no scientist can allow himself the convenience of doubting his responsibility. For the goals that are now important there are no other saviors. In a scientifically exacting world scientists must assume responsibility for the consequences of science and technology. For custody of the aesthetic dimension of life there is no substitute for the artist. The individual member of the educational and scientific estate may wish to avoid responsibility; but he cannot justify it by the claim of higher commitment. (2.42, 391-392) (emphasis added)

For all its emphasis on planning, Galbraith's soteriology gives little guidance to universities and colleges in formulating their goals for society, as opposed to those goals put forth by the industrial system and the technostructure. The irony of the theory of the educational and scientific estate is that it is a non-operational theory. The only internal basis for putting it into

practice seems to be the power of the estate in the new industrial system, unless one wants to take Galbraith's dicta as guides for action.

This limitation may be due to the implicit question which we stated was the basis for Galbraith's theory: whether people in fact know what they really need? Galbraith is attempting to undermine the dominant neoclassical paradigm of his discipline, what Kenneth Boulding calls "the immaculate conception of preference patterns." But for some "...the issue is not whether the prevailing social and economic order plays a prominent part in molding people's values, volitions, and preferences. On this--Robinson Crusoe having finally departed from economics' textbooks to his proper insular habitat--there is a nearly unanimous consensus among serious students of the problem. The issue is rather the kind of social and economic order that does the molding, the kind of values, volitions, and preferences which it instills into the people under its sway."[3] Galbraith tends to elide the two issues.

4. The "Conceit of the University"

Galbraith's theory is an example of an historical phenomenon which might be termed the "conceit of the universities," analogous to the "conceit of nations" mentioned by the Italian philosopher Vico. "On the conceit of nations, there is a golden saying of Diodorus Siculus. Every nation, according to him, whether Greek or Barbarian, has had the same conceit that it, before all other nations, invented the comforts of human life, and that its remembered history goes back to the very beginning of the world."[4]

This conceit underlay at least two of the four contending self-understandings which Laurence Veysey analyzed in the rise of the American university. I am referring to what he calls the "research" and the "liberal culture" schools. The "proponents of culture" insisted upon a special role as arbiters of civilization. (1.17, 24) Thorstein Veblen is one of the foremost proponents of the latter school. His famous definition of the university is "a body of mature scholars and scientists, the 'faculty'--with whatever plant and other equipment may be identally serve as applicances for their work in any given case." (2.93, 13) For Veblen the issue of the university's role in society is internalized in the question of the role of teaching in the university. "Hence the instruction that falls legitimately under the hand of the university man is necessarily subsidiary and incidental to the work of inquiry, and it can effectually be carried on only by such a teacher as is himself occupied with the scrutiny of what knowledge is already in hand and with pushing the inquiry to further gains." (2.93, 13) The education of people for careers and citizenship is, therefore, not a proper function of the university.

> Citizenship is a larger and more substantial category than scholarship; and the furtherance of civilized life is a larger and more serious interest than the pursuit of knowledge for its own idle sake. But the proportions which the quest of knowledge is latterly assuming in the scheme of civilized life require that the establishments to which this interest is committed should not be charged with extraneous duties; particularly not with extraneous matters that are themselves of such grave consequence as this training for citizenship and in practical affairs. These are too serious a range of duties to be taken care of as a side-issue, by a seminary of learning, the members of whose faculty, if they are fit for their own special work, are not men of affairs or adepts in worldly wisdom." (2.93, 13-15)

In these two schools we see the two aspects of the conceit of the university which have become merged in Galbraith. On the one hand, the university is understood as the last outpost of civilization. On the other, the university's role is not so total as it is so special that it must be preserved and not sullied by extraneous interests. There is thus a tendency in self-understandings based on this conceit, even in Galbraith's, to move in two directions. Outward to change society, to civilize the unwashed; and inward, to work to preserve the last sphere of civilization in a decaying society.

The conceit of the university and the underlying tension between its two moments is reflected in much of the current literature. Consider for example Paul Goodman's book, The Community of Scholars, which was so influential in the development of the student movement in the sixties and thus on the concern for the role of the university in the city. He begins his discussion, by exploring the implications of looking at the university as if it were a "walled city."

> The wall itself, the separateness, is inevitable - until society itself becomes an international city of peace. For the culture of the scholars is inevitably foreign: it is international and comprises the past, present, and future. The language, even though the scholars speak English instead of Latin, has different rules of truth and evidence that cannot be disregarded when it happens to be convenient. The scholars come from all parts and do not easily abide the local prejudices. They cannot always fly the national flag. (3.15, 5)

The university is then defined by its foreignness, and the question of the university in society becomes one of what transactions take place between society and an alien culture. In Goodman's scheme one would expect conflict between the community of scholars and the State. Why then, he asks, did there exist at the time he was writing in the early sixties so much harmony with the State and its goals. He proposes that the answer to this

question can be found in the encroachment of the administration upon the community of scholars, turning universities into "little models of the Organized System itself." The administration is founded on the self-understanding of the university as "a teaching machine." (3.15, 8) Goodman bases his theory of "community of scholars" on personal relations.

The reason that these scholarly communities have not been swallowed up by "social counterforces" is that there still exists a popular sentiment in them against submitting to outside powers. Looking back over the history of this sentiment Goodman concludes that there is a "peculiar constitutional relation between the community of scholars and society."

> Like the Church, the scholars are special and (ideally) free in society, for they are concerned with matters prior to society and beyond society. Education, concerned with socialization itself, cannot be socialized; and the future of mankind cannot be socialized. But unlike the Church, the scholars do not (ideally) have dogma or mortmain on property and they do not wield a coercive power. As Kant said, they have an 'agreement' with the citizens: to free the mind. Also the scholars are this-worldly, not magicians: their rite is the Commencement into society, and the intellectual virtues are active in society. (3.15, 39)

Within this constitutional framework Goodman sees two sets of goals: an implicit set which scholars have for themselves, and an extrinsic set which society has for scholars. He lists the implicit goals as mastering the arts and sciences, advancing one's career, coming to a self-understanding of one's vocation or profession, and having a community outside the institutions of the family, the market, and the polity. Society expects the community of scholars to train the next generation of workers with the accepted attitudes and with approximately the right mix of skills demanded by the market, to supply the leading personnel for the institutions of culture and government, and to provide intellectual substance to the ideology

of the rulers. "These two sets of aims, scholastic and social, are not always compatible. The social goals are not always, or even rarely, the ideal goals of culture and humanity. Society is often impatient with the doctrines and morals of the university community." (3.15, 50) Goodman feels that society would be wiser and would avoid such conflicts, if it changed its goals for scholars to those of preparing for social change by improving the next generation, offering independent criticism, and experimenting in finding solutions to social problems. Goodman argues, "The university is the amicus curiae of society, the disinterested professional knowledge that advises and warns. Who else?.... Traditionally it is the university that, just because it has not direct social power, is the voice of universal reason and criticism." (3.15, 140-141)

Where Galbraith argued that the particular social power of the university in the new industrial system gave it the responsibility of undertaking a political initiative to better society, Goodman argues from his view of the powerlessness of the university that it should, as a community, assert the higher values and truths, its "categorical imperatives," and should not involve itself in the relatively unimportant, transient, goals of politics. This Kantian view leads to a denial of the basis for all current theories of educational planning, to be examined below: the premise that systems of education are means for providing for "social needs."

> Social needs can mean to fit the young into the adult world as it is, or - as with Dr. Conant's new national needs - to train them to meet an emergency that the adults have created but can't handle. The latter, narrower meaning is brute conscription, no different from ten years of selective service. The former, more democratic meaning is to make the school a pallid double of the outside world; in which case it would be better to stay in the walled city itself and apprentice oneself to its functions. Why go to college and get a watered version? It is not necessary to plan for Society. Society is inevitably present in any school and how the children are, what the children aspire to, what the teachers have mastered and can teach. (3.15, 151)

Goodman misses the point by attacking the "social" in "social needs." We will return to the concept of "needs" below.

The conceit of the university crops up again and again in papers dealing with the role of the university in the city. John E. Bebout, for instance, looks upon teaching and research as leading causes of social change. He argues, then, that society's ability to cope with its present and future problems depends on the university. If the university is to have the necessary humanizing effect, its relative autonomy and integrity must be preserved in order that it be able to assess society's needs, put forth humane goals for social change, plan and predict the effects of such change. (2.6) Byron Johnson puts his discussion of the role of the university in the context of its orientation to the future, its organization around disciplines, its global outlook, its role as a haven for teachers, and the history of the encroachment of bureaucracy upon the university. He describes the university in terms such as "pool for intellect," "transfer agent," "producer of citizens." His answer to the question of what can the university do is that it can predict futures. On this basis he posits its ability to contribute the "total view." (6.23)

Perhaps the most maudlin version of the conceit of the university is found in Stephen K. Bailey who offers as a metaphor for the relation of the university to the city, the scene of Christ weeping over the city of Jerusalem and pondering the things that would bring it peace. For Bailey, the role of the university is to make the hearts of urban decision-makers troubled, to promote compassion. The university has the "primary obligation to keep social criticism alive and responsible." He analyzes, quite effectively, the opposing, dominant view that "feeling," "criticism" is unscientific, that it is nothing but "indoctrination." His concept, however, of what the scientist should do to pursue the things that will bring "peace" to the city is that they should predict "the probable consequences of urban decisions." Even while arguing for a compassionate, ethical approach, he finds it very hard to break out of the prevailing tendency to reduce the question to a technical problem. This is not to argue that city people don't need such predictions but to question the equation of prediction with "peace making." Perhaps I am giving a more limited definition to science than Bailey, for he argues

> ... in the province of human affairs, discomfort is a powerful motivator of science. To cultivate the capacity of the young to be uncomfortable in the presence of bigotry and squalor and disease and ugliness and poverty and ignorance may be the universities major long run contribution to urban decision making. (7.o, 7)

Aside from being an elaborate way of restating the old axiom, "necessity is the mother of invention," this statement contains the implicit assumption that the young are those who are not troubled, who are not victims of bigotry, and poverty, and disease, and ugliness. Here Bailey makes an assumption about the place of the university in the class structure of society, and the social class origins of the young people the university processes and of present and

future urban decision-makers. To get at what Bailey is doing here I would like to bring into the argument the Thomist definition of peace: "order based upon justice." Bailey divides order from justice. He then equates order with "operative basic laws," and urges the university to search for that order. Justice becomes compassion or sentiment on the part of those who have for those who have not. Because the problems of the "have-nots" cannot wait for the discovery of the basic laws of nature and society, Bailey urges the universities to act now: to provide technical advice, to train urban decision-makers, to offer creative, stimulating speculation. These speculations should not be "utopian blueprints," but an attempt to keep "attainable dreams" alive. (7.6, 15)

Arguments such as Bailey's provoke counterarguments emphasizing the inward-looking aspect of the conceit of the universities. O. Meredith Wilson, for instance, contends that crusading is inappropriate for the university, that the university corporation's raison d'etre is to provide a favorable atmosphere for the scholar. (6.50, 6) The sixties saw a steady stream of books, articles, and speeches countering the "activist" demands of students and residents of the inner city. Max Lerner linked these demands to a loss of belief in the "American dream." (6.28) Morris Abram expounded another theme of the literature when he argued that the university must be careful not to tend towards any particular ideology. Abram, unlike many of the other writers, did see the demands of students and Third World peoples as raising ideological issues, but he treats ideology as if it were a straight jacket on "free inquiry."

The Ford Foundation Task Force which produced the Report on Higher Education for the Department of Health, Education and Welfare even called upon the universities to disengage from "peripheral

activities," and to focus on "educational missions." "The selection of an institution's basic educational mission must come from within --and be permitted, and encouraged, from without." (2.31, 84) In doing this they attacked the "teaching-research-service" outline of university roles.

> We are unimpressed with the sterile discussion of the past as to whether an institution should orient itself to teaching, research, or public service. These, after all, are not ends in themselves, but activities which may be pursued alone or combined in various ways to achieve a given institutional mission. An institution devoted to scholarship in the biological sciences has little reason to pursue public-service activities, and might well decide not to engage in teaching. An institution devoted to urban affairs might effectively combine basic and applied research with teaching, the education of the disadvantaged, and an extensive program of community service. What it should not have is a graduate department of psyciology. (2.31, 83)

They resurrect Thorstein Veblin's proposals for establishing separate institutions for "peripheral" activities.

5. Role Theory

Some people label the "teaching-research-service" approach the "triumvirate." The term is appropriate because few writers are able to break away from its hegemony. Turning to our fourth possible approach to a self-understanding of the university, we might say that the triumvirate is the paramount role-message. Role theory primarily deals with individuals in institutions, rather than institutions in society.[5] It does, however, offer a number of suggestive categories: role senders, role expectations, sent role, focal person (institution), received role, role behavior, interpersonal (interinstitutional) factors, attributes of the person (institution) and organizational (societal) factors. The notion of role conflict also seems to be a potentially useful concept in analyzing the subject under discussion. Katz and Kahn identify four basic types of role conflict: intrasender,

intersender, interrole, and person-role (institution-role). They note complex forms of conflict can develop in the interaction of these four, and mention in particular role overload.[6] The size of the bibliography which accompanies this literature review, and which just skims the surface of the mass of writing that has been generated on the role of the university in the city, indicates that universities and people in the universities were subject to role overload in the sixties.

The literature which explicitly employs role theory in analysing the university in the city is rather sparse. Paul Adams outlines a taxonomy of the roles played by professors. These roles fall into four categories: scholar, specialized technician, employed professional, and citizen. The citizen roles of the professor are of two types, passivist and activist. Among the "actively uninvolved" passivists Adams distinguishes six sub-groups: (1) nihilist, dropout, dilinquent, (2) eclectic, pluralist, dually committed, (3) diphasic, obsessive, partially committed, (4) laissez-faire conservative, (5) fearful, paralyzed, (6) disdainer of uncouth activism. The activists are divided into three types" reactionaries, issues protestors, revolutionaries (pacifist and nonpacifist). (7.1) In the realm of university extension, Richard Franklin distinguishes five different styles of playing the role of "community change educator." These styles or role alternatives differ with respect to the modes of relating community agencies and clients. The instructor interacts with the agency and provides information to the client; the paterfamilias exercises personal, fatherly authority over the client; the advocate, however, tries to open up the agency to the client. While seeking to implement decisions for agencies,

the servitor tries to perform tasks for the client at the same time. His ideal style, community change educator, achieves effective interaction with both agency and client. (26.9) Unfortunately Adams and Franklin limit their discussion to "role incumbents" in the university organization, but do not extend it to the organization in the larger social system.

Daniel Schler is one of the few writers to discuss explicitly the place of the university in society as a role. He does this in the context of community development, defining it as "that behavior of acting units within a given localized area which increases the interaction, understanding, reciprocal relations, mutual support and the level and convenience of living among its members." Role is the action side of status, the exercise of rights and duties. While the commonly expected roles and behaviors of the university are those of researcher, consultant, and trainer, Schler argues that the prime role of the university should be to stimulate community development behaviors, particularly by creating situations conducive to such behaviors.

He also notes the situations in which the university takes on its roles in community development; (1) classroom, campus, community; (2) on-going community activity; (3) rumblings which are prelude to such community activity; (4) stimulating and demonstrating ways to solve or analyze the problems faced by a community. These situations are affected by a number of context factors; the tradition (or lack of it) of public service in a particular university; the particular urban environment for role-sending and role-receiving; the university's preparation for negative feedback from the "establishment." The lack of such negative feedback Schler takes as a good indicator of whom the university has been serving. As an example he notes

the role of the university in driving people, especially blacks, off the farms and into the cities. (26.18) This historical role of land-grant institution tends to be repressed by advocates of "urban-grant" universities. Its existence was vehemently disputed by representatives of land-grant institutions in the recent hearings concerning the Higher Education Amendments of 1972.

Robert Mitchell and George Nash also speak of the role of an institution in a similar vein. Mitchell points out six factors which influence an institution's choice of a role: (1) its purposes, (2) the preferences, knowledge and ability of those in control, (3) the degree and type of financial and political dependence, (4) its credibility, (5) the overall political situation, (6) the state of technology. He sees the range of possible roles as a spectrum, with "servitor of a particular local administration" at one end, and "independent policy innovator or critic" at the other. (7.30, 72)

In a number of articles George Nash uses a list of four roles to structure his discussion. These are: educator, neighbor/citizen, provider of services, and model or examplar. Since he adds that research is the most usual form of university service, Nash's typology of institutional roles seems to be not much more than the typical triumvirate, teaching-research-service, cast in the language of roles with an added fillip of conceit in the role of examplar. (6.45, 32-33)

Samuel and Julius Nabrit (3.30) analyze university governance in terms of roles, as does Stanley Ikenberry. (3.19)

6. Organization Theory

The fifth approach towards a theory of planning in the urban-university interface is that of organization theory. Some of the important categories in this theory are structure, intrinsic, and extrinsic functions, genotypic function, leading system, organization space, organization climate and culture, and subsystem type. Talcott Parsons divides subsystems into a managerial system (dealing with administering and allocating resources within an organization), a technical system (combining the production, maintenance, and boundary subsystem functions of Katz and Kahn), and an institutional system (which plugs the organization into "a wider social system which is the source of the 'meaning,' legitimation or higher level support which makes the implementation of the organizations goals possible."[7] Parsons' distinctions underlie the division we have made between sections C and D in this paper.

Katz and Kahn define structure "as a relationship between events or nodal happenings," and function as a "short-hand description of social structure (referring) to the outcome of structured activity.[8] They apply the term "intrinsic function" to the "immediate and direct outcome of a system or subsystem in terms of its major product," and the term "extrinsic function" to the effect of these outcomes on the larger macrosystem".... (T)he major extrinsic function is the part the organization plays as a subsystem of the larger society," and is termed the "genotypic function" of the organization. Genotypic functions can be divided into four categories: productive or economic (creating or providing goods and services) maintenance (socializing people for their place in society), adaptive (producing the knowledge the system needs to cope with a changing environment), and managerial or political -

adjudicating, coordinating, and controlling resources, people and subsystems).

7. Organizational Functions: Teaching - Research - Service

The triumvirate, teaching-research-service, can be translated into these categories as maintenance-adaptive-productive, though the translation must be rather loose. For instance, if one accepts Galbraith's analysis of the production of educated labor as a major factor input into the new industrial system, teaching would have to be seen as a productive function as well as a maintenance function. Many of the arguments about the triumvirate can be seen as arguments about what should be or what is the major function of the University taken as the collectivity of institutions of higher education in society or of a particular institutions. We will turn now to a brief look at three alternative views of the adequacy of the triumvirate for analyzing the genotypic function of the University.

Joseph Colmen and his fellow authors use the triumvirate as the basis of an argument for balancing the functions of the university, rather than trying to assert one particular function. They see the need to correct an imbalance towards teaching and research which does not fully discharge the "moral responsibility - as a 'member of the family' to the neighboring community." They argue that the community must be drawn into organizational mechanisms which will increase the "optimal interaction of planning, implementation and evaluation of community action, service and research.... Ways must be developed through which (1) the community can determine and express its needs and wishes with respect to the University, (2) the University can act similarly with respect to the community, (3) agreements can be reached between them." (14.8,5) Herman Niebuhr

observes that the triumvirate, especially the use of the term "service," has lost its persuasive potential, even to the point of becoming counter-productive. He finds the divisions made in the triumvirate faulty in two ways. First, the implicit assumption that there is a division between "social knowledge" and "social change," the view that one can know society without changing it or change society without learning something about. Second, he argues that research and teaching are really investments in future service. And calls for general acceptance of the inclusion of research and teaching in the service category of the accounting systems of economists.

Niebuhr does not explore the ideological implications of the division of "social knowledge" from "social change," but they are elucidated in William Birenbaum's sarcastic reformulation of the triumvirate as it appears in so many college and university bulletins.

> 1. Excellence in Teaching; Each one advertises the most superior presentation of all that's gone before.
> 2. High Adventure on the New Frontier of Learning: A real university is research-oriented right out there on the cutting edges.
> 3. Community Service: The public-spirited outreach by the hand of Gown to the mind of Town offering the gems of Excellence and the fruits of High Adventure to the people living there. (4.5, 44-45)

Birenbaum links the use of the triumvirate in discussions of the future role of the university to the current power relations of society, and the assumption that these relations will not be changed. In turn, he argues, that this assumption leads to the belief in technological solutions to current problems, "that an intelligent application of the present technology would make things work right and keep the future under control." The triumvirate acts like blinders to keep the minds of writers and their readers off the

essentially "anti-city" aspects of the University, and the disturbing fact that "our universities are essentially servants of the status quo." We will return to Birenbaum's thesis shortly.

8. Organizational Models of University Governance

In the realm of organization theory, J. Victor Baldridge designates three contending models of the university: bureaucratic, collegial and political. In his table, which we reproduce on the next page, he compares the three models, looking at their basic image of the university, their theoretical foundations, their view of how change occurs, the place of conflict, their notion of the social structure and legislative processes in the university, and their emphasis on policy. Baldridge's thesis is that his political model explains the organization of power in the university better than does either the bureaucratic or collegial model. He criticizes the Weberian bureaucratic model for not being able to explain power which is not based on authority but which originates in threats, mass movements, expertise, or emotion. He also argues that the bureaucratic model does not account for the dynamics within a social structure or for a change over time. He disputes the collegial theories of Paul Goodman and John Millett (3.22) because they confuse the normative with the descriptive. Their notion of "round-table" decision-making as the dominant, defining characteristic of the "community of scholars" does not describe what actually goes on in the university. Moreover, the collegial model finds it difficult to handle conflict, failing to see how consensus emerges from it. Baldridge does not note the irony in his comment on Goodman's vision of "community of scholars" which animated so much of the student New Left.

A comparison of three models of university governance. (3.5,13)

| | Political Model | Bureaucratic Model | Collegial Model |
|---|---|---|---|
| Basic Image | Political system | Hierarchial bureaucracy | Professional community |
| Basic Theoretical Foundations | Conflict theory<br>Interest group theory<br>Open-systems theory<br>Community power theory | Weber's bureaucratic model<br>Classical formal systems model | Human relations approach to organizations<br>Literature on professionalism |
| Change Processes | Primary concern | Minor concern | Minor concern |
| Conflict | Viewed as normal; key to analysis of policy influence | Viewed as abnormal; to be controlled by bureaucratic sanctions | Viewed as abnormal; eliminated in a "true community of scholars" |
| Social Structure | Pluralistic; fractured by subcultures and divergent interest groups | Unitary; integrated by the formal bureaucracy | Unitary; united by the "community of scholars" |
| Legislative process | Negotiation, bargaining, and political influence processes | Rationalistic, formal bureaucratic procedures | Shared, collegial decisions |
| Policy | Emphasis on formulation | Emphasis on execution | Unclear; probably more emphasis on formulation |

Despite Baldridge's assertion that his political model has been able to explain actual events in a number of institutions, particularly on the boundary of the institution with the environment, he does not subject his theory to the same theoretical analysis that he gives to the others. For instance, he does not defend his pluralist view of the university from such criticisms as those raised by Bachrach and Baratz. The controversies around their theory of "non-decisions" raise a number of important questions about the pluralist model.[9] This criticism is subject to revision, since I have not been able to obtain a copy of the book-length version of Baldridge's work yet. Aside from his assumption of pluralism, Baldridge has a basically linear conception of policy-formation: that it occurs in five stages. Inherent in this linear view is a reified conception of "policy," based as it is on hard-and-fast distinction between policy and implementation. He ignores the manifest and latent functions of policy statements, and his treatment of bureaucracy as a tool which leaves policy untouched forgets about the whole literature on goal displacement, to say the least.

Another category in organization theory which might contribute to a self-understanding of planning the urban-university interface is that of organization space: "the social transformation of physical or objective space that provides the topography of the organization...the use of physical space for social objectives."[10] The concept of space is based on the existence of a separation between entities. Katz and Kahn differentiate four types of separation: geographical, functional, status or prestige, and power. Although he does not explicitly refer to the concept of organization space, William Birenbaum is one of the few authors

in the literature, other than architects and designers, who attempts to analyze the interface in categories which bring out some of the same aspects which the concept of organization space does. We will look at his theory of "the campus as anti-city" below.

9. Inter-Organizational Theory

The application of the notion of organization space to organizations themselves provides a transition to our next possible basis for a self-understanding, interorganization theory. Roland Warren uses the following categories in his analysis of the "interorganizational field": inclusive goals, spheres of interest, benefits, costs, trade-offs between them, and the technology for measuring them, control of components; constituencies of the whole and of parts of the organization; output constituencies; organization structure; leadership types, innovativeness; explicit functions; maximizing, satisficing, and optimizing values; issue-outcome interest; salience; and concerted decision-making, the most "fruitful" basis for studying the interorganizational field.

> Now, much concerted decision-making is based on the assumption that certain inclusive goals should take priority over the goals of the individual enterprises, in cases where these diverge. In addition, there may be inclusive goals that can be pursued, which though not opposed to the individual unit goals, could not be realized, or at least were not being realized, by the unconcerted action of individual enterprises. Thus a part of the raison d'etre of concerted planning is to make possible the setting and accomplishment of aggregate goals that would not be set and accomplished individually. Another part is to assure that in certain cases of conflict between individual and inclusive goals, the latter will be given priority.[11]

While Warren's theory has the potential for contributing to analysis of the urban-university interface, none of the literature we have reviewed takes an explicitly interorganizational approach to the general question of the university in the city.

This potential comes out in the list of questions which Warren draws out of the "rationale underlying...concerted decision-making... that the process will produce a more satisfactory outcome than would be the case if the units were left to make their own decisions independently...."[12] What indicators do we have to measure the satisfactoriness of an outcome? Which individuals and groups receive increased satisfaction from the outcome? Does the satisfaction have to accrue to all the organizations in the interorganization? Where does coercion fit into this process? And how does it affect types of decisions which are reached? Do organizations actually look at the possible payoff when deciding to coordinate or concert decisions? Do concerted decisions have a different scope than those made within an organization unit? And, finally, how do the different contexts for concerted decision-making affect the preceding questions?

Malcolm McNair calls Roland Warren's model of the inter-organizational field a "common conscience model."[13] He argues that the notion of concerted decision-making based upon inclusive goals "assumes that values and perceptions of reality are shared, that these commonalities are valued, and that deviances by the component parts can be corrected by invoking a common belief, or by denying memberships." As an alternative, he proposes an "instrumental model (which) admits an uncertainty of ends and means and is perhaps better adapted to environmental situations where these

conditions are perceived to prevail." McNair and Conrad Seipp have developed a typology, based upon this alternative model, for analyzing the "processes" which constitute an entity they call the "interorganization."

| Degree of Agreement | Modes of Coordination | | |
|---|---|---|---|
| High | Cooperation | Exchange | Auto-coordination |
| Medium | induction<br>adduction | negotiation | arbitration |
| Low | indifference | competition | conflict |
| | Low | Medium | High |

Degree of Commitment

Defining process as the way "in which separate organizational entities and interest groups interact over time in the course of planning,"[14] they assert that "variation in agreement and commitment, and combination of these, are key elements in defining the character of process at any given time." Agreement concerns "concordance on ends and means, while commitment is indicated by actually bearing the costs or being willing to bear the costs of the ends and means agreed upon.

Seipp and McNair distinguish three types of interorganization: bureaucracy, mutual adjustment, and social conjuncture. The "ideological characteristics" of these different interorganizations are: utopian goal constellation, control mechanisms and means of conflict resolution, basis for inclusive decision-making, basis for authority, decision-making calculus, type of rationality, assumptions about the environment, referrant of assumed-end results, the aggregation problem, premise of action, leadership function, accountability, posture towards specialization, propensity for policy change, sources for change, and character of change.

10. Theories of Educational Planning

Both these interorganizational theories clarify important concepts and issues in the urban-university interface, but none of the literature under review approaches the UUI as a totality from the point of view of interorganization theory. Likewise, the body of theory developed around planning educational systems has not been applied effectively to the literature on planning in the UUI. Perhaps this is due to the origins of much of the theory on educational planning in national and regional development planning. The literature on planning higher education in the United States, on the other hand, has not really gone beyond its origins in administration and institutional research. So we have a situation in which much of the theory of educational planning is at a very aggregate level of analysis in its treatment of the role of educational systems in society, while what is commonly referred to as higher education planning in this country consists, for the most part, of highly sophisticated, quantitative models and information systems for use by university administrators. The internal dynamics of both approaches are moving them closer but a huge gap still remains. One of the goals of this review is that it act as a catalyst for jumping that gap. One catalyst already in the system is a new book edited by Karl A. Fox, Economic Analysis for Educational Planning: Resource Allocation in Nonmarket Systems, especially Chapter 9, "Objective functions in optimization models for institutions of higher education." (28.15)

Samuel Bowles categorizes theories of educational planning by the assumptions they make about the production of schooling and the demand for educated labor. "The choice of a set of assumptions is the central strategic decision in the construction of a policy mode." (28.7, 176) Assumptions can determine the data to be collected, the mode of computation, the questions to be asked, and sometimes the answers.

| Assumptions about the production of schooling | Assumptions about demand for educated labor | |
|---|---|---|
| | Technological | Economic |
| Technological | Tinbergen | Linear programming |
| Economic | Conventional manpower-requirements approach | Rate-of-return approach |

This table clarifies two fundamentally different approaches to educational planning:

> (1) that based on the principle of the maximization of national income subject to the constraints on resource use; (linear programming and rate-of-return);
>
> (2) "deterministic" planning taking as given "a target of national income growth and seek(ing) to derive from it a required level of educational development." (28.7, 189)

All these methods can be characterized as what Ragnar Frisch calls "onlooker" approaches to planning, which proceed "as if the empirical description of the past changes in the system completely determine the projected change in the future." (28.3, 3) At one point or another, they assume that the person making the projection cannot intervene to alter some aspect of the change the system is undergoing. Some drop this assumption once it has served its purpose, usually after step 2 below. The "onlooker" methods tend

to have four basic steps:

(1) set X% growth rate desired;

(2) using X% growth rate project future state of the system;

(3) label the results of step 2 "The Plan;"

(4) decide the necessary actions to implement the plan.

The basic fallacy of "onlooker" approaches is that they act as if the system were deterministic so that it is necessary to "calculate what is going to happen before we decide what to do." (28.3, 4)

There is yet another theory of educational planning. Gunnar Myrdal sets out some of the bases for this theory in Asian Drama. Institutional planning, as I labeled it in an unpublished paper "Approaches to Educational Planning within the Context of Kenya and Tanzania," takes the view that "planning is politics, and educational planning is applied, long-range politics." (28.1, 101) Education cannot be analyzed or planned in isolation from the four major institutional systems with which it is involved, that is, the cultural, stratification, political, and economic institutions of the community.

Institutional planning thus represents the polar opposite of "onlooker" planning. Donald Michael notes that this approach creates a dilemma (almost the mirror image of the dilemma of the "onlooker").

> If we assume that institutional change will be rapid and pervasive, our plans will be wrong; if we assume inadequate degrees of institutional change, we cannot plan well. Nevertheless, we must recognize that the kind of change that is necessary to cope with our present society will not be forthcoming if things continue as they are now.[15]

We have by no means exhausted all the possible bases for coming to a self-understanding of planning in the UUI. My intention was to point up some of the problems which make such a self-understanding necessary and to provide an approach to looking at other possible bases for a self-understanding.

B. DEFINING THE URBAN UNIVERSITY INTERFACE (UUI).

In this section we will look over some of the literature which can contribute to a definition of the UUI. Under this rubric, I include some of the historical literature, analyses of the university in the political-economy, general discussions of the university in the city, and the all too few attempts at specifying the variables in the urban university interface.

1. Historical Perspective on the UUI

Laurence Veysey's The Emergence of the American University is used again and again throughout the literature to provide historical background when the writer requires it. Veysey organizes his study of the development of the American university around the competition among four alternate views of the university: the traditional view of institutions of higher education as purveyors and preservers of mental discipline and pity, (which was, in some ways, an attempt to maintain the "college" against the onrush of the "university"), and three visions of "the university" which emerged in the years 1865-1890--the public service, research, and cultural models. The necessity for this debate was closely connected with the growing urbanization of the United States in the nineteenth century. The growing mercantile spirit of the expanding City threatened the prestige of the colleges, as well as their economic survival. At the same time the unpopularity of higher education,

according to Veysey, gave University people a time to experiment and to discuss more openly the implications of what they were about than has been possible since then. The animating forces in this discussion, as we noted above, were three "visions" of the university, vague, powerful, yet stimulating discussion which attained a level of specificity rarely achieved since. In his analysis of this debate, Veysey adumbrates a possible explanation for the low level of creativity in almost all of the current literature on the role of the university in the city. Whereas the participants in the nineteenth century discussion had genuinely different self-understandings of the university, and praxes to embody their theories, "...with the passing years talk about the higher purposes of the university came increasingly ritualistic." (1.17, 258)

How did Veysey's four rival conceptions of the university conceive of the relation of the University to the City? "Mental discipline" represented an essentially rural, religious world view which was being crushed under the weight of growing urban secularization. The utilitarian movement, whose exponents tended to find niches in the administration and the applied and social sciences, sought to move the university into the "real world" in at least three ways.

> First, the university would make each of its graduates into a force for civic virtue. Second, it would train a group of political leaders who would take a knightly plunge into 'real life' and clean it up. Finally, through scientifically oriented scholarship, rational substitutes could be found for political procedures subject to personal influence. (1.17, 72)

Being practical thus involved the university in the training of the new urban managers of the Progressive era, and in the social reforms of that period. The proponents of the utilitarian model of the university did not agree about the place of social change activities.

> The service-oriented university president and the faculty 'radical' both agreed that what they called "real life' was of prime concern to academic men. This agreement defined their basic partisanship in the realm of educational ideals. But one could serve society either by offering training for success within the existing order, or one could serve it by agitating for new arrangements. At stake was the definition of the public interest to be served, and this question lurked behind the more general notion of the worth of public service. (1.17, 73-74)

The researchers' vision of the University was based on a number of assumptions: that "the unknown was worthier of attention than the known," that "the researcher...was making contact with 'reality' itself...in particular phenomena which could be isolated and then systematically investigated," and that the human mind was "a reliable instrument" to measure the world. (1.17, 135-136) These assumptions lead the researchers into superficially conflicting directions, towards a profoundly conservative acceptance of society as it is, and towards a technocratic confidence in their ability to deal with society.

> The researcher created a private, special world for himself; yet the mainsprings of energy which brought that isolated world into being were deeply characteristic of the larger society. The researcher thus maneuvered uneasily between emphases on duty and on freedom. While cherishing investigation, he usually sought to avoid appearing too radical in his ideas. (1.17, 141)

Veysey argues that the proponents of research caused two basic changes in American institutions of higher education: in conjunction with the public service school, reinforcing the tendency towards fragmentation and specialization of disciplines; and, in alliance with the liberal culture school, emphasizing the liberation of the intellect for its own sake. Veysey contends that the drift towards specialization was something "intrinsic to the nature of science; the administrators of the new universities were hardly responsible for it, except in the sense that they did not exclude scientific knowledge, or knowledge which sought to be

scientific, from their curriculums." (1.17, 142) He thus assumes that science is some entity with an internal dynamic largely autonomous of the historical forces and dominant values in a society.

In Veysey's interpretation of the liberal culture school its advocates appear to have a love-hate relation with American society. While they despised the "materialistic" attitudes of most Americans, they did sometimes express a belief in democracy, although "it was usually in a radically thorough-going sense which had little to do with the down-to-earth aspirations of their non-academic fellow citizens." (1.17, 213) They saw education as the ideal remedy for the boorishness of American society".... As culture trickled downward, the tone of the mass (and of their political leaders) might gradually be changed." During the "season of reassessment, 1908-1910," as Veysey terms it, the advocates of liberal culture took a leading role in "widest flurry of debate about the aims of higher education ever to occur so far in the United States." (1.17, 252) Veysey argues that the utilitarians and the researchers were so quiet because "theirs was a position of strength, and they had nothing to gain from entering into the argument."

The actual turning point in the history of higher education in the United States, Veysey argues, was not 1908-1910 but 1890.

> The two decades that center on 1900 are hinged in many ways to the preceding quarter-century of more scattered and idea-centered experiment. But around 1890 important signs of change became visible. Roughly after that year the building of universities was conducted in an atmosphere of confidence over means and public demand which permitted (perhaps insured) a new style of carelessness in what had once been considered essentials of definition. (1.17, 258)

Between the years 1890 and 1910 a new institutional structure was consolidated in American higher education. The maturation of this organization was "too powerful and complex to be explained by the several ideas which had sought to preside over its founding." (1.17, 259) Thus, the four contending visions of the university lost much of their effectiveness in the university as it actually existed, and the continuing use of the rhetoric they generated became increasingly ritualistic, as noted above.

2. Bureaucratization of the University

Veysey explains the possibility of the debate among the four rival conceptions of the university by pointing to the relative social disinterest in the university in the last half of the nineteenth century. He argues that the new structure of the university became solidified in the years after 1890 because of the broader social forces which began to impinge upon the internal organization of the university. After 1885 the demand for higher education, as reflected in enrollment trends, rose rapidly. At the same time the barons of industry began to channel large amount of wealth into higher education. As a result, numbers of institutions of higher education were transformed into "expanding corporations which tried hard not to be businesses." Internally this transformation was reflected in the development of administration of the university as a bureaucratic function.

> Bureaucratic administration was the structural device which made possible the new epoch of institutional empire-building without recourse to specific shared values. Thus while unity of purpose disintegrated, a uniformity of standardized practices was coming into being. (1.17, 311)

Veysey points out how dangerous it is to assume that the growth of bureaucracy was merely an outcome of immediate responses to practical problems.

> ...(T)he response to a supposedly 'practical' problem can actually reveal much implied intellectual and psychological content; the rise of bureaucracy, at least, should not be left in the too-simple category of pragmatic 'inevitability.' Particularly can this be seen by comparing the German Universities, with their far smaller non-academic staffs, to the American institutions of similar size at the turn of the century. (1.17, 314)

Rather, the rise of bureaucracy in the American university was a response to "certain specific rather unmysterious requirements of the American academic situation:" the need to control a diverse "body of workers," and a student body which had never been brought under control in the old forms, a need qualitatively transformed by quantitative changes in magnitude and composition, and an uncertainty about values.

As Michael Katz argues in his analysis of the development of American education in general, this "imperative" for bureaucracy presumes certain values. In a way quite similar to Veysey's, Katz sees organizations "as mediators between social change and social structure....the medium through which groups or classes organize their response to social imperatives." (2.56, 6, 54) Although Veysey undermines the common view that bureaucracy is the unintended result of responding to day-to-day problems, he does not take his analysis far enough, insofar as he thinks that social forces predetermine the choice of society's response. He speaks of "the high command of the university (being) swept along with everyone else," as urban society became more secular. His own analysis shows how this process was not one of simply jumping on the bandwagon, rather

the "high command" came from and represented the interests of the leading classes. The defeat of the liberal arts and pure research visions of the university represent more than just "lost opportunities," as does the alienation of the "intellectuals" from the university and from society. A possibly fruitful approach to understanding this process, and an interesting area of research, would be the application of an Antonio Gramsci's concepts of "organic" and "traditional" intellectuals. One might hypothesize that what took place was the displacement of the "traditional" intellectuals from leadership in the universities by the "organic" intellectuals of the leading classes.[16] Such analysis might find that more than "the worldly style of aspiration," but a social class, "had merely won another significant bastion." (1.17, 434) A useful work for pursuing this line of thought would be the Whites' The Intellectual versus the City. (1.18)

As Veysey notes, the bureaucrat did not eschew ideals or values.

> ...(H)e assumed that they were being progressively realized in the existing institutional setting. He spoke of ideals ritualistically, on a weekly, monthly, or annual basis, in the manner, as it were, on an Anglican rather than an Anabaptist. Ritual by no means connotes hypocrisy, but it constitutes a soothing style of affirmation. It emphasizes the maintenance of order and therefore urges that unpleasant realities be treated with discreet silence -- as in the ludicrous perversion of the university in the interest of football. Ritualistic idealism naturally became appropriate to the academic executive, because the role of manager requires that such a man always appear confident about his institution. To speak in terms of doubt or of failure was to violate the most basic requirements of his office; to do so would at once disqualify him from his post. Therefore the only problems he could publicly appraise on their merits tended to be marginal or inconsequential ones. On the other side, only lack of institutional responsibility enabled a minority of the faculty to flaunt their pessimism. Pessimistic idealism, like useless truth, is a luxury unsuited to the exercise of power. In these terms it was not 'sincerity' about ideals which divided the administrator from his critic, but rather functional necessities of command. (1.17, 437) (Emphasis added)

"Ultimately the fact of bureaucratic organization seemed less important than in whose interest it functioned." (1.17, 388) The professorial class, the teacher-workers, struggled with the bureaucracy almost from its inception over control of their work and over their wages. Jencks and Riesman describe the victory they have achieved in The Academic Revolution. That this victory has been a Pyrrhic one Jencks and Riesman also illustrate. In even more scathing language, do Birenbaum and Ridgeway.

3. The Hegemony of Established Institutions

The Academic Revolution must be studied and mastered by all those who are seeking a definition of the urban university interface. Its scope is of such magnitude that we could not possibly treat all of the topics it considers, particularly its contributions to the discussion of access to higher education, social mobility, and equal educational opportunity. Their discussion of "established institutions" does have significance for what was said above about Veysey.

> We see established institutions as the framework and battle-ground within which most changes in the American system are now worked out, but we do not see America as ruled by an interlocking directorate or clique. Established institutions are a mixed bag, and their ascendancy does not fully define either the character of modern American life or the expectations and aspirations of the young people who will live and work within them. Yet the hegemony of these institutions does exclude some possibilities and encourage others. (1.10, 11-12)

This definition of hegemony is quite similar to that of Gramsci. Behaviors within these institutions have a "national upper-middle class style: cosmopolitan, moderate, universalistic, somewhat legalistic, concerned with equity and fair play, aspiring to neutrality between regions, religions, and ethnic groups." American universities

tend to share the values which underlie this style, and "turn out Ph.D.'s who, despite conspicuous exceptions, mostly have quite similar ideas about what their discipline covers, how it should be taught, and how its frontiers should be advanced." Jencks and Riesman trace out the process by which these national institutions exert their hegemony over local institutions, and note that universities, especially their graduate and professional divisions, promote "meritocratic values," inserting such values into professional practice. They also analyze at length how the academic profession protects itself within the established institutions and professions.

Jenck's and Riesman's definition of "established institutions" must be kept in mind when examining the critics of the role of the university in the political economy. Few of them argue that there is a small group of men who are paying the universities to act as fronts to advance their interests. Yet, articles like those of David Horowitz in Ramparts which trace a direct connection between the "corporate ruling class, and boards of trustees in universities," (2.51) are frequently dismissed by academics as quite unsophisticated, and not able to explain the complexity of what does or more usually does not, get done in the university. So, while much of the critical literature on the role of the university is not economic determinist, and to label it as such is to miss the point,

> ...(I)t needs to be stressed that 'hegemony' is not simply something which happens,... It is, in a very large part, the result of a permanent and pervasive effort, conducted through a multitude of agencies, and deliberately intended to create what Talcott Parsons calls a 'national supra-party consensus' based on 'higher order solidarity.' Nor is this only a matter of 'agencies.' The latter are part of macro-politics. But there is also a world of micro-politics, in which members of the dominant classes are able, by virtue of their position, for instance as employers, to dissuade

> members of the subordinate classes, if not from holding, at least from voicing unorthodox views. Nor of course does this only affect members of the working classes or of the lower middle classes: many middle-class employees are similarly vulnerable to pressure from 'above.' This process of dissuasion need not be explicit in order to be effective. In civil life as well as in the state service, there are criteria of 'soundness,' particularly in regards to politics, whose disregard may be highly disadvantageous in a number of important respects. This applies in all walks of life, and forms a definite though often subterranean part of the political process.[17]

4. The University Corporation

With this caveat in mind, let us turn to what Elden Jacobson calls "one of several competent, revealing, and to my mind depressing accounts of academic complicity" with the military-industrial-complex (15.9, 10n.), James Ridgeway's The Closed Corporation: American Universities in Crisis. Ridgeway disputes, perhaps too readily, the common radical view that universities are "captive technical schools, preparing workers to take up jobs in companies whose ideals were represented by the businessmen trustees," (See, for example, Lasch and Genovese (2.51), O'Connor (2.74), Gintis (2.43; 2.44) and Carnoy (2.20)) and argues that "today it is apparent that the modern university more nearly resembles a conglomerate corporation on its own." (2.79, 13)

His general thesis is that as leading members of the corporate ruling class, university leaders actively promote the military, political, and ideological interests of that class, as well as its more immediate economic interests. By the time he was writing in the mid-sixties, the bureaucratic system which Veysey had described at its inception had developed into what Ridgeway calls a "troika."

> Basically, the parts consist of the university, where products or processes are conceived, the government, which finances their development, and private business, which make themselves the finished item.
>
> The emerging forms of corporate organization are very much in flux, but the professor entrepreneurs, who dart back and forth from university to government to business, help shape corporate structures and policies.
>
> The theory is that the activities of the corporations can be planned and set in motion by scholars who scheme together at their innards. Other scholars within the government make sure that the goals of production are worthy, and to control the activity of the corporations, they bring changes through the economic machinery. (2.79, 10)

This is Galbraith's "new industrial system" seen from below.

Ridgeway contends that what Joseph Lewis so blightely called the "national security market" played an important part in tying the university to industrial and military goals. Although he falls into the trap of using the rhetoric of the troika in speaking of "Defense planners," he shows how these planners helped push the corporation, including university corporations, into rebuilding our cities and cleaning up the environment, into "Peacefare." As an example of university efforts to get the corporate system to serve the needs of urban people, Ridgeway examines Robert Kennedy's plan to rehabilitate the slums.

> Its central feature is to bring outside economic support into the ghetto and yet promote the illusion of black control. In fact, the control remains with the large corporations, which in return for widening their power base are slightly more beneficient, hiring some blacks but passing on the cost of their involvement to the consumers through higher prices. (2.79, 10)

To prove his thesis Ridgeway explores the ties and flows among the managers of the university, the corporations, and the government, as well as the investment and business activities of universities. He devotes a chapter to a topic which is especially relevant to our concerns, the companies which have been started by academics to engage in "social problem solving," for example,

Simulmatics Corporation, Abt Associate, Sterling Institute, Human Resources Development Company, and the Organization for Social and Technical Innovation (which produced the report Urban Universities: Rhetoric, Reality and Conflict (2.31) for the Department of Health, Education and Welfare). "Proprietors of the social-problem-solving companies spring quite naturally from the elitist world of the university. Certainly part of the idea behind the business is to transfer the attitudes and styles of university life to the rest of society.." (2.79, 62)

These companies sell their service primarily to government and make the pitch that can retool the techniques developed for managing the complex machinery of the military establishment to the management of our cities. A few of their activities can be defended as actually increasing the flow of resources to urban dwellers, but most of them, when they are not relatively harmless rip-offs of government money, are attempts to find ways to change the attitudes and behaviors of the "ruled" in the interest of the "rulers," and to control the unruly.

Ridgeway gives short shrift to the other social problem solving activities in university-related organizations.

> It should be pointed out in their defense that they claim to be developing options which will permit people a greater scope of action. But this seems to be a hollow argument, for the options reflect the assumptions of the people who create them. And as even a cursory description of the activities of the concerns listed above suggest, these are quite likely to be those of the concerned white humane liberal who would very much like to have everyone live pretty much as he does. (2.79, 79)

His chapter on "Urb-Coin," "...a game designed for the Army to teach U. S. Special Forces how to put down insurgencies in Viet-Nam cities...now played by school children in Boston slums to help them

better understand the conditions there," analyzes the activities of the University of Chicago, the University of Pennsylvania, Columbia, Harvard, and MIT in their respective cities. Those who are familiar with the arguments which have swirled around these institutions and their relations to their communities will probably consider Ridgeway's analysis to be "onesided." It is. He definitely takes the side of the community as opposed to that of the university, not putting any store in the universities' pretension to being neutral, or to representing a higher or national interest, or even to be representing the "true" interest of the communities. He contends that the universities have used urban renewal, urban laboratories and think tanks, real estate corporations, and the tuition they collect for educating urban dwellers in ways which have had the effect of obliterating communities which had once existed, of lessening the control city people have over their environment, and even to redistribute wealth from the poor to the rich. Even such a superficially neutral activity as research is seen as being not only fundamentally elitist (as when Ridgeway describes the urban laboratory as "a zoo of different sorts of quaint old ethnic types, which they can study and see what happens when the variables change"), but also as financially subsidizing the elite (e.g., the Ford Foundation money which went to endowing chairs for professors at Columbia).

In sum then,

> The university has in large part been reduced to serving as banker-broker for the professors' outside interests. The charming elitism of the professors has long since given way to the greed of the social and political scientists whose manipulative theories aim only at political power. (2.79, 215)

Ridgeway argues that the only solution to this state of affairs is to increase the accountability of the universities to the public, by ending the ability of boards of trustees to perpetuate themselves, by putting public representatives on such boards, by making their meetings public, by prohibiting university administrators from engaging in outside business activities, by giving students a voice in the governance of the university, perhaps even by doing away altogether with the bachelor's degree, and by forbidding the conduct of secret research within the university. His most stimulating suggestion relates back to Veysey's description of the university as a "partially compulsory institution."

> In the case of the large city universities, it well may prove useful for the residents of the neighborhoods in which they exist to view these institutions for what they are, sort of de facto governments; and in exchange for suffering their presence, wring some concessions. (2.79, 220)

Ridgeway's suggestion as to what concessions might be sought are not so important as his argument that if the university is to be seen as an arm of the State, then people should deal with it as they do with their government. He does not tell those who work for the university, however how they should deal with their employer. In fact, he fails to differentiate the large numbers of teachers and non-academic employees of the university who are subordinate to the administrators and professors he excoriates. Almost none of the other literature, however, deals with this aspect of the urban university interface. So it is not completely fair to Ridgeway to raise the point now.

Some might argue that universities have become more sensitive to the kinds of arguments Ridgeway raises since the time that he wrote his book in the mid-sixties, and that some have even

restructured themselves in response to such considerations when they have been raised by students and neighbors. The literature indicates that they have certainly changed their rhetoric, but if there are any reports on multiversities which have handed over the reins of power to their workers, students, and community constituents, I have yet to see it. The basic social structure of the urban university interface as described by Galbraith and criticized by Ridgeway has not been overturned in the short space of time since they wrote.

5. The Multiversity

Clark Kerr's "multiversity" is not dead. In his book, The Uses of the University, Kerr outlined the framework for an ideology of the university member of the troika. At the outset, he quotes an important point made by Flexner, one which tends to be slighted by "conceited" academics.

> A University is not outside, but inside the general social fabric of a given era.... It is not something apart, something ahistoric, something that yields as little as possible to forces and influences that are more or less new. It is on the contrary...an expression of the age as well as an influence operating upon both present and future.... Universities have changed profoundly and commonly in the direction of the social evolution of which they are a part. (2.57, 4)

Kerr's interpretation of this point differs markedly from, say, Ridgeway's. Arguing from a pluralist conception of society, he urges university presidents to work towards a "workable compromise" among the contending constituencies inside and outside the institution. He sees this compromise as the framework for solving immediate problems. "Beyond this lies the effective solution that enhances the long-run distinction and character of the institution. (2.57, 37) The most important function of the university president is that of

"mediator." According to Kerr, the mediator has two tasks, that of peace and that of progress. Within his institution, which is inherently "conservative" but "with radical functions," the president must serve "progress" by mediating "among the values of the past, the prospects for the future, and the realities of the present." (2.57, 37) He is a short of fly-wheel meshing institutions which are "moving at different rates of speed and sometimes in different directions." Kerr conceives of this role in a very technical sense.

> He has no new and bold 'vision of the end.' ....The ends are already given-the preservation of the eternal truths, the creation of new knowledge, the improvement of service wherever truth and knowledge of high order must serve the needs of man. The ends are there; the means must be ever-improved in a competitive dynamic environment. There is no single 'end' to be discovered; there are several ends in many groups to be served. (2.57, 37)

Within this framework, planning the activities of the multiversity means specifying what is involved in these global goals and searching for the tools required to attain them.

It is hard to see how Kerr maintains his pluralist presuppositions in the face of what he calls "the realities of the federal grant university," especially since it has passed beyond the first phase of "intuitive imbalance," and is now in the stage of "bureaucratic balance." One could easily use the phenomena he describes in his second chapter to make the same arguments that Ridgeway does. He does not fear that "ideopolis" will lose "its objectivity and its freedom" as it undergoes "a somewhat reluctant and cautious merger" with the polis. The multiversity is flexible enough not to lose its identity when it engages in extension or continuing education, acts as a cultural center for the city, advises governments, and produces influential ideas. Kerr does not ask, however, what is happening to the identity and character of

the city at the same time.

We will now turn to a consideration of some of the general discussions on the theme of the university in the city. To do this we will begin with a contrast between the "pessimistic idealism" and the "optimistic idealism" which Veysey described at its origins.

6. The University Corporation

William M. Birenbaum's Overlive: Power, Poverty, and the University explores some of the negative aspects of the University impact on the city from the point of view of a declasse' administrator.

Birenbaum defines overlive as

> ...the nonmilitary counterpart of overkill-a surplus living power, expressed in the ratio between the capacity of the country to produce and the fulfillment of the promises it makes to all of its people, and what it actually produces and does with its great power. (6.2, 2)

Universities and colleges have a key role in our overlive society.

> The lower schools prepare the elite of overlive's youth to fit into the colleges and universities. The colleges and universities concentrate on the education of the young to fit into the overlive way of life. They are stations to prepare the most talented people for the next Great Leap forward into overlive future. As bureaucratic phenomena, they are beautifully designed to contain and perpetuate the meanings of the overlive system. They are perfect forms of the overlive organization, and only when viewed this way do they make sense. (6.2, 16-17)

Higher education trains the personnel "required to staff and maintain the overlive machinery;" its "research is financed by and generally directed toward the service of overlive's power structure." While he is not saying that every activity of the university is immediately determined by the requirements of overlive, almost all the activities of the university are quickly coopted to its service. "Overlive universities make a big fuss about their neutrality and detachment in order to disguise their deep commitment to the future

of overlive." (6.2, 18)

Given "the centrality of the academic power station and the landscape of national life," the question of the university's deciding and planning its activities in the city appears to be more of a dilemma than a technical question. If one sees these power relations as a prime source of the decay of the city and the university, as Birenbaum does, then one has to ask how it is possible for an institution like the university to serve the needs of urban people created by that decay without confronting and seeking to overturn the very bases for the survival of institutions of higher education.

Perhaps because he concentrates on arguing against those who are afraid to get involved in the city, Birenbaum never explicitly handles this question, nor does he see that his real opponents should be those who seek to use the university as a means of solidifying and reproducing these power relations. It is all very well to say

> Powerlessness is at the core of the decay of the ghetto community. The calcification of power systems in the insensitive and irresponsible use of great power have undermined the campus community. In both cases, a terrible gap has appeared between the values professed and the instrumentalities produced for the realization of those values.... New institutional forms in ways of accomodating the educational aspirations of our people must be invented to bridge this dangerous gap in American life. (6.2, 167)

Birenbaum does not tell planners who work for the powerful how they are to bring about the creation of such new forms. He presents a compelling argument for searching for devices which will "enable those who are affected by (the strategic institutional power of the university) to control it, or even hold it responsible and accountable," (6.2, 174) but presents little in the way of political strategy.

Understanding the place of the university in the power structure, as he does, he must be criticized for not giving guidance to planners in the tasks he sets out for them. That task is fundamentally one of overcoming what I call Lev Bronstein's "Law of Distribution:" "Nobody who has wealth (and I would add power) to distribute ever omits himself." Birenbaum shows quite clearly that "the issue in the country is stratification." His contention that "the issue in higher education is the old academic prejudices," however, blinds him to the reality that much rhetoric attacking these "old academic prejudices" against social involvement can be used and is being used to make the universities more flexible instruments for preserving and reproducing that system of stratification. (6.2, 160) He fails to see the irony that his own book can be quite functional in helping universities to accomodate themselves to a changing urban environment without changing their basic structure, the very structure he blames for the problems of the cities and of the universities.

Some of Birenbaum's suggestions, however, indicate possibly fruitful lines of thought for those planners who see their task in the urban university interface as participation in the creation of new forms and institutions.

Birenbaum argues that what defines a "city" is more than a certain pattern of land-use or density of population.

> What counts are the configurations of these elements plus other conditions which produce certain attitudes and styles among the leaders and those led, conditions which influence attitudes towards these problems and the parameters for decision making. (6.2, 32)

Urban cultures, styles of living, and behaviors are based on what Birenbaum calls "the very essence of 'city'...the promise of a redistribution of power. The point of mobility, choice, and on-

going conflict is the opportunity to change the distribution of power the dynamics of 'city' is the ongoing process of power redistribution." From this point of view there are two fundamentally anti-city institutions within the contemporary American city: the ghetto and the campus. "Campus organizes the university's outrageous presumption that it can and does monopolize the best talents in order to do what it claims to do. In the great cities this presumption is absurd." (6.2, 39-40) Both the physical structure and the social system of the campus disrupt and work against the bases of urban life, as Birenbaum defines it. The university-as-campus limits meaningful alternatives, inhibits participation in choosing its activities, rigidly structures physical and social mobility and puts a low threshold on tolerance for controversy and conflict. In the university, class and race interact "to create residential and recreational ghettos circumscribed not only by wealth but also by color, religious, affiliation and ethnic background. Styles of life vary among these ghettos, but life within each is marked by homogeneity." (6.2, 42-43) It is little wonder then that these styles of life are fundamentally anti-city. They are in turn anti-university.

> ...(I)n the location and design of the college building, questions must be asked about the relationship between the educational activities which will go on in them and the ongoing significance of existing parks, centers of commerce and industry, schools, churches, medical centers, libraries, streets of residence, transportation flows, and the places where civic and governmental affairs are conducted. How may the new academic buildings and the activities planned for them contribute to and enhance the purposes of the existing community resources and agencies? How may the strength of the community's life best be supportive of higher educational function? (6.2, 176-177)

He sees the community as one of the environments which must be planned when designing curricula, the other two being the college itself, and the work environment of the student. With regard to the last environment Birenbaum offers some stimulating suggestions to educational planners for removing the existing separation between work and school

> To connect the student's formal education to the ongoing dynamics of his community - especially when his community is black and urban - is perhaps the most significant educational result a college in the city could achieve. Through such a connection, the city itself - the spirit and meaning of it - may in fact become the student's true home. (6.2, 182)

7. The Savior of Urban Civilization

In contrast to Birenbaum, J. Martin Klotsche presents a more positive view of the urban university interface, primarily because he almost completely ignores the disturbing aspects which Birenbaum at least tries to tackle. Klotsche's book, The Urban University and the Future of Our Cities was the first book length presentation of current thinking on the role of the university in the city. This, in addition to the ritualistic quality of its discussion so characteristic of the "optimistic idealism" of the administrator, accounts for its central role in much of the literature under consideration. His subject is not the University, the collectivity of all institutions of higher education, as it relates to the City, but the urban university, "one located in and serving an urban community." (6.27, 3) He makes the seemingly tautological point that the urban university could not exist before the city emerged. But this point is important in analyzing the development of urban universities from institutions which were located in places which became cities, from the early technical institutes founded in cities, and from municipal universities. The distinctive features

of an urban university are that it does not dominate the landscape physically or culturally; that it has access to the resources of the city; that its student population is predominately local; and that increasing demands are made upon it for adult-continuing education.

Klotsche sees the role of the university in the city as "the advancement of learning," a criterion to be used when deciding which community demands will be responded to. He appeals to the authority of Commager to argue that the urban university should serve "the larger community of learning" rather than "the immediate community." According to this line of reasoning, a university which is respected in the "community of learning" will be supported by its local community. Within this wider academic community universities located in cities should "assume responsibility for the development of urban and regional civilization" (as Klotsche quotes Commager again). (6.27, 22) This responsibility gives urban universities the "central task to understand the city, to analyze its problems, to research and comment about them, to commit university resources and to enlist those of the community so that the quality of urban life can be improved." (6.27, 29) No sooner does Klotsche assert this task than he draws back lest the university compromise the "purpose for which it exists." There is always the danger that a university can become too immersed in the problems of its community. It would indeed be fatal to its historic mission were problem-solving and local politics to become its primary goal. (6.27, 29) In other words, the urban university should not let its concern for the local community overwhelm the place it should have in the national scene, nor dilute its "central role (which) should always be that of guardian of the old and discoverer of the new.

Just as Kerr saw the university president as peace keeper and guide on the paths of progress, Klotsche sees the university as the institution which is uniquely able to "provide a common meeting ground for the divergent elements of the community (which can) assist in reaching an objective understanding of theory and policy for general application elsewhere." (6.27, 30) Not only is the university able to provide impartial research and innovations, it alone among urban institutions "comes closer to being able to identify itself with the whole of the urban scene and a total concern for the city. (6.27, 32) Because of these qualities the particular capacities of the university become mirrors for the needs of the cities: providing the trained leadership required by dynamic urban society, producing the knowledge which is the basis of an improved quality of urban life, achieving a self-understanding of urbanization for the urban leadership group and a "better understanding of all aspects of urban society" for the general public. These capacities are realized and the needs fulfilled through such activity as training urban professionals, urban observatories, urban research, dispersong knowledge to the community through urban extension and urban agents, and planning the "urban campus."

Klotsche's version of events concerning the expansion of urban campuses into their communities differs strikingly from that of Ridgeway. To read Klotsche on the role of the University of Chicago in urban renewal, and Columbia University in planning land use on Morningside Heights, one would think that these institutions were in the forefront of developing the new form for improving the universities' involvement in the city. While Ridgeway pillories these institutions as examples of the destructive impact of

universities on urban communities, Klotsche holds them up as models to be emulated. He goes on at length about the "positive" achievements of the urban activities of Columbia and Chicago, and dismisses the controversies which are too widely known to be completely ignored with a few lines. He reproduces the goals stated in a document of Morningside Heights, Inc., to give the impression of Columbia's concern for its community. While Ridgeway was writing with the hindsight of the explosion of 1968 at Columbia, perhaps if Klotsche had been less concerned with celebrating the role of the university in the city and more concerned with foreseeing the consequences of the activities he was discussing, he would have seen what Ridgeway saw, that is, that Morningside Heights, Inc. was a vehicle for Columbia to maintain hegemony not only over the community but also over the other institutions of higher education in the area.

Certainly Klotsche is to be criticized for not even mentioning Banfield and Wilson's analysis of University use of "front" organizations, like Chicago's Southeast Commission.[18] Nor does he deal with Rossi and Dentler's discussion of the experience of universities in urban renewal.[19] Both appeared before Klotsche's book. Other writings which will help the reader get a deeper view of the issues which Klotsche skims over include: Perloff's early report for the University of Chicago (7.38), Kermit Parson's essays (12.7, 12.8, 1.15, 1.16), and the reports in section 22 of the bibliography on many university projects.

I have been so critical of Klotsche because he has been so influential on the literature, and is representative of the strong strain of "optimistic idealism" in it. Even those planners who strongly disagree with Birenbaum and Ridgeway and other critics of

the university, who believe that their role is not to create new institutions but to strengthen existing ones so that the benefits of those institutions can "trickle down" to the community, ought to be very critical of Klotsche. Ritualistic repetition of clichés cannot be the basis for planning the preservation of institutions in a dynamic environment, especially when it puts blinders on with regard to unanticipated and unpleasant repercussions of the activities it is celebrating.

8. Other Views of the UUI

Most of the other general discussions of the place of the university in the city are neither as long nor as one-sided as Klotsche and Birenbaum. They can contribute towards coming to a definition of the urban university interface.

Margaret Mead and Rhoda Metraux contributed a paper to the Regional Plan Association collection, Urban Research and Education in the New York Metropolitan Area, Volume Two, edited by Perloff and Cohen. (15.11) They begin their discussion of "Town and Gown: A General Statement" with two questions: can the universities plan their future in decaying cities? i.e. Can we plan cities without universities? While all of the other writers we have considered so far look at the managerial revolution within the university as a prime source of the breakdown of the traditional distance between the university and urban institutions, Mead and Metraux point to the research laboratory and the teaching hospital as organizations which have brought the future and the city into the university. They note that perceptions of the university have not completely changed to take account of these changes and the university still has a "spurious appearance" of aloofness. After a discussion

of the failures of American planning, the high cost of social experimentation, and the misuse of projections, which is of particular use to planners in the UUI, they ask whether it is possible for the university to take on the "role of active responsibility for planning" to head off the decline of the city. To answer this question they ask what models exist for the relationships for the university to the city. While they do not find any existing model adequate, they think that the land grant university helps to indicate the kind of responsibility that universities should assume in the city and the different functions of the presidents point out the diversity of organization that will be needed to fill this responsibility. It should be pointed out that most of the writers we have already considered, especially Klotsche and Kerr, at one time or another get around to discussing the land grant experience, and its applicability to the urban university. We will return to this model when we discuss the proposal for an "urban-grant university." Mead and Metraux' discussion of creating a metropolitan plan with universities as its focal institutions will be discussed in the last section.

In the same volume (15.11) Gerald Breese writes on "Community Assistance Necessary to Enhance the Effective Role of the University." He emphasizes the need to look at what cities owe to the university, treating five areas in this domain: (1) payment for professional services rendered, (2) research topics and priorities, (3) supply of data and personnel, (4) actually using the results of research, and (5) regional mechanisms for metropolitan analysis. He also deals with the community's responsibility with regard to facilities for institutions of higher education.

In its Summer, 1965 issue the Educational Record printed a special supplement containing "Higher Education for Urban America: Report of a National Conference of Educators, Public Officials, and other Civic Leaders." Robert C. Wood contributed a paper on "The New Metropolis and the New University." (6.51) He presented three reasons why the university is "an increasingly important focal point for bringing coherence and reason to metropolitan affairs: (1) the relative increase in its size, personnel, and resources; (2) their new place as "objects of high value in our society; (3) and their concomitant increase in prestige. These factors are part of what he calls the 'Persuasive Society.' That is, it is community life organized and made cohesive by the capacity of men to enlist or co-opt the support of others, to change attitudes by education or communication, to exercise influence increasingly by 'the word.'" (6.51, 309) He saw the university as having a "peculiar fit" in this society in which progress depends more upon "self-discipline" than "external monitoring and control." Wood's theory of the "Persuasive Society" restates themes developed by such writers as Galbraith, Goodman and Birenbaum. Unlike Galbraith, Wood raises the question that the university must ask itself first before it sets out to reform other agencies of socialization: will the Academy continue to be "honest" in its role as the Great Persuader? He also asks the critical questions for the Persuasive Society which Galbraith does not ask about the "new industrial society": who controls the access to information, the agencies of choice determination and shaping of attitude? Despite the relative brevity of his analysis, he is on firmer ground when he speaks of the obligations of the university as the application of research to city life in a planned way, as institutional citizenship, and as taking political positions.

Elden Jacobson's "Higher Education and Urban Affairs. An Approach for Metropolitan Washington" is ostensibly a feasibility study for an "urban observatory," but it provides an excellent overview not only of the role of the university in the city but also of the quality of discussion on that question up to the time it was written in 1969. Jacobson quotes Martin Trow's description of one type of writing in this literature: "....inexpensive moralizing which condemns institutional realities in the name of high principle and results in irrelevant prescriptions to imaginary universities with real names." (15.9, 4n) The kind of literature that is needed, he contends, is one which analyzes and clarifies the answers to three essential questions:

> I. Among the multiple social institutions now asserting on urban responsibility, what may be said to constitute distinctive or unique contributions by higher education?
> II. Given these presumed strengths, what substantive issues and/or activities may be derived from them?
> III. What structural arrangements seem necessary to maximize an academic approach to such issues and activities? (15.8, 6-7)

The first question of the distinctiveness of the university usually conjures up the rhetoric of institutional autonomy and academic freedom. Jacobson argues that the idea of "academic freedom" is based on a mode of self-understanding of the isolated scholar with disciples, not on the existing social structure of the multiversity. Since this institution appears to have sold itself to the highest bidder, the corporate State, it is beside the point to assert the inherent value of its products of the "freedom of contract."

> The issue is raised here not as a plea for intellectual chastity but rather to suggest enhanced sensitivity to the problems and interests we finally choose as bedfellows. For the issue is not so much these liaisons per se as it is their selective nature. All too often the golden rains that fall from government, foundations and the corporate world have watered highly circumscribed areas within the academy. (15.9, 9)

Unlike Kerr, whose concept of the Federal Grant University he is referring to, Jacobson points out the irony of asking the university to solve problems which have very often been created by the technology it helped devise, and the social structure which this technology was intended to serve. Not only are "hardward technologies" inappropriate to the solution of social problems, but the university is not "a counter-weight" to the military-industrial complex of which it is a part. Seen in this light, "autonomy looks like a 'fig leaf' which shields, however, imperfectly, "self-serving professionalism, individual aggrandizement and trivial irrelevancies that too often characterize the academic life." (15.9, 13-14) Jacobson does not insert the question of how the university is supposed to achieve the real autonomy which will be necessary for it to serve its "real" client which "is not the governors but the governed," as he quotes Lee Rainwater. (15.9, 13) He does not explain how the university's "commitment to objectivity, rationality, and choice," which give the university the responsiblity of guiding and modifying the views of its constituencies, liberate the university from its place in the social structure so that it can create knowledge which is really useful for the ruled and develop the critiques of the rulers which he calls for.

His analysis, however, is valuable in bringing the reader to the point of asking that question. Unlike many of the other writers, Jacobson does not assert that the university already has a total view of the urban-university interface though he does

assume its capacity to do so. He outlines the steps that must be taken in arriving at a holistic, systems view of the city and shows how this study cannot meaningfully be conceived in a detached, "objective" way. Willy-nilly, an urban scientist intervens and so must ask: in what? and on whose behalf? Any separation of the role of "scientist and citizen" is basically schizophrenic. He summarizes his view of how the university should become involved in the community in the following way:

> University urban commitment:
> I. Retains the university's traditional insistence upon the necessity for self-definition of its role, both to special-interest clients and the society at large.
> II. Organizes itself around the eco-system concept, understanding the metropolitan area to be, in some meaningful sense, 'holistic.' As such, competencies from the physical and social sciences, and the humanities, are by definition required for its understanding and for research designed to further that understanding.
> III. Must, on occasion, seek to influence as well as understand. Hence, it willingly affirms the overt consideration of values and goals, believing that research is not only the vehicle for the discovery of data and knowledge per se, but is likewise a fundamental tool for assisting in the clarification of possible choices and the consequences likely attendant to them.
> IV. Implements this concern for a just and humane society through renewed sensitivity to the publics, both internal and external, it purports to serve, assisting each to comprehend the vast differential (sic) that now exists between our tremendous technological capacity to create and our depressing social inability to control. (15.9, 46)

He criticizes the triumvirate, teaching-research-service, for contributing to the shunting of extension into separate divisions, the status and structure of which make them poor vehicles for involving the university in the city and for restructuring the university as a whole for this involvement. Nevertheless, he includes extension divisions within his list of mechanisms which might be used to carry out the university's commitment to the city:

1. University extension divisions;
2. University-related research institutes;
3. The "store-front university;"
4. The urban observatory. (15.9, 47-51)

Jacobson conceives of the city as a totality composed of three important types of relations: man-man, man-nature, man-nature-man. (15.9, 17) Since he mentions this relational approach in the context of arguing for a systems view of the city, he does not develop its potential for specifying the city-university aspect of the urban whole. It could possibly be an excellent basis for defining the urban-university interface.

Another approach to the UUI is taken by the OSTI report, Urban Universities: Rhetoric, Reality, and Conflict, whose principal author was Mrs. Joan Wofford. She analyzes the role of eleven urban universities in terms of six "constituencies:" "their immediate community, students, public agencies in the city, faculty members, presidents, and the business sector." The study surveys and analyzes the different demands made by these six constituencies and the different views each has of the urban-university interface, including the ways in which these demands coincide and conflict. It comes to the "basic rather pessimistic conclusion....that universities are unable to respond centrally to the demands of urban constituencies or to the urban crisis. (7.51, 3) In fact, "none (of the institutions studied) qualified as an 'urban university' if by that we mean an institution peculiarly responsive to its urban context, with all that this implies about the make-up of its student body, its preparation of students for urban roles, its service to its immediate city." (7.51, 10)

Referring back to Veysey's analysis of the outcome of the competition among the four different views of the university in the nineteenth century, the authors note a number of "basic tensions" existing in urban universities: the desire for academic freedom and for research untrammeled by demands for immediate usefulness vs. society's demands for help; the specialization of disciplines vs. the need for a self-understanding based upon totality; a system which rewards individual performance vs. "the need for inter-disciplinary team problem-solving;" the use of measurable criteria vs. the qualitative nature of the problems people face, the elitism inherent in the notions of "excellence" and "liberal education" vs. the demand for equal education opportunities; "Newman vs. the contemporary world;" faculty membership in international guilds vs. their urban citizenship; the demands of research vs. the demands of undergraduates for teaching; uncertainty over the value of the classroom mode of producing education vs. learning through doing; opening up the university to more and more students vs. a system of processing them which is not appropriate. (7.51, 31-34)

This report is one of the better introductions that planners can use in getting an overview of the UUI. Particularly suggestive is the contrast between both strategies of stability and "strategies of change." The authors see the faculty as the prime obstacle in the way of a meaningful response to the demands of the urban constituents, given its power and what they call the "faculty mode:" "basic practices in all universities which tend to make faculty members of anyone of them behave like faculty members of any others." (7.51, 42) All the new activities which have come into the

university through the federal grant system, as Kerr describes it, "have all been absorbed without altering the basic mode...because universities do not respond to a new demand by deciding either to eliminate an outmoded activity or to take on the new activity. They respond by adding on to what they are already doing. Little is jettisoned; most is retained; the new is added on." (7.51, 42) For those planners who take such "disjointed incrementalism" in a normative sense the report outlines some basic "strategies of stability:"

1. inactivity;
2. minimal and/or haphazard response;
3. subversion, such as open admissions which track students into low level curricula or channel them right back out;
4. giving the activity demanded to the demanders to carry out themselves so that it can be claimed, rejected, or seized depending upon future needs;
5. insulating the activity in a separate division or even separate organization or institution;
6. responding to the demand without allocating enough resources to the activity to change the basic institutional mode. (7.51, 43)

Those planners who see the UUI as necessitating changes within the structure of the university will be interested in the discussion of "strategies of change:"

1. changing the practices of the institution;
2. engaging in problem-solving and technical assistance in a non-additive way and with the requisite reallocation of resources;
3. changing the curriculum;
4. changing hiring policies and reward system;
5. open enrollment;
6. changing structures of decision-making. (7.51, 45-54)

While Jacobson provides a basis for defining the UUI in three relations and Wofford in constituencies, neither asks the question raised by Eugene Johnson: whether the client should be defined in terms of individuals or organizations? (25.17, 292) Kenneth Haygood points out two types of definitions of the UUI, those made in terms of geography, and those in terms of shared interest. He also adds

an important warning: "The relationship between a university and the 'community of which it is a part' cannot be defined in a way that holds for all universities and still is useful to describe a single university-community relation." (26.10, 2)

In a planning report for Federal City College in Washington, D.C., Harland Randolph and others present a further complication to the problems of defining the UUI. They observe that the overlap between a college and its community is so great that, when it comes to urban problem-solving the division is purely administrative. They look at the UUI in terms of problem areas, which they divide into specific and general. Their division is not wholly disjunctive. Specific problem areas are those of university goals, resource allocation, educational philosophy, and race. General problem areas concern the desired role and impact of an institution, putting goals into practice, allocating resources, "asynchronistic relations" adoption of new processes, legitimacy, and power. (22.23, 10-15)

9. Specifying the Urban-University Interface

The only explicit attempt to define the urban university interface is that of Treuting, Hall, and Baizerman in their report The University and the Community in the Domain of Health, for the University Urban Interface Project (UUIP) at Pittsburgh.

> An interface is those expectations of behavior held in common by those in the University and those outside of it on what each can offer the other and how they can 'work together.' Second, the interface is the process of working together; third, it is the relationship which results from joint effort. (7.46, 1) (emphasis in original)

They correctly point out the failure of many other definitions of the university and the community to specify and distinguish what they are talking about. In discussing different definitions of the community, they note an important question which university planners and decision makers must face, that is, whether they will relate to the organized or the unorganized community. This leads to a discussion of the different perceptions of the community held by elements in the university: the "foreign affairs" or colonial view; the laboratory view, the community-as-patient approach; and the exclusive concern with the organized community-small business, corporations, and voluntary associations. Members of the community, likewise, have different perceptions of the university; as an ivory tower, as a frontier post in the search for knowledge, or as a service station.

> The views that people hold of each other and the expectation they have of each other determine in large part how people will behave towards each other, whether they will work together and whether a relationship between them will emerge. All of these together are the Interface. There may be little interface now between the University and the community because people hold different views of each other and different or unclear expectations of each other. By examining the word 'problem,' insight is gained on how different definitions of a word are related to different expectations of behavior. (7.46, 7) (emphasis in original)

Treuting et. al. note that "imbedded in the word 'problem' are several issues which contribute to a major disjointedness between the University and the Community. This disjointedness, in turn, is a result of the meanings given to the word problem." (7.46, 8) They argue that many people in the community believe that there are problems, that the university knows about these problems and should do something about them, but that it chooses not to do so. While Treuting et. al. are correct in pointing out that 'problem' is a sort of division between the university and the city, it is also an important generator of the UUI.

Looking back to Jacobson's relational approach, one might say that they have defined UUI in terms of the man-man relation. An expectation or belief about another person presupposes a relation with that person as well as contributes to creating that relation. Division and opposition do not entail the absence of a relation, as Treuting et. al. imply, rather a relation contains within itself positive and negative moments. Their definition of the interface in terms of a positive relation suggests that their definition is based on a "common conscience model." When people use a word to mean different things, the situation may not be one of misunderstanding but of opposing interest. It is one thing to provide a means whereby one group can understand the language of another, and quite another to insist upon joint interpretation. This is not to argue that agreement, the positive moment of the interface, may not be a goal for university planners to urge their institutions to pursue. I am merely trying to point out that the above definition of the interface assumes that opposition is not a relation, that the interface does not exist where disagreement exists, and that conflict is not functional in the solution of problems.

These assumptions may or may not represent intellectually tenable and practicable positions for planners to hold, but they should be kept in mind when reading Treuting et.al.'s discussion of the "social process of problem creation." Their analysis of this process counteracts an assumption inherent not only in most planning theory but also in much of the literature on the UUI: "that social problems...exist 'out there' waiting to be discovered." They assert, to the contrary, that "these problems are 'man made'....(7.46, 8) Groups of people use different methods to collect "facts" and then "interpret" them. This "social process of problem creation" can be

broken into two stages.

> There are many different facts about various things. Alone, a fact does not have much meaning. It gains meaning and social significance through interpretation. Interpretation is a process of putting facts into a context and organizing them into combination or systems of facts. A system of facts which we don't like, which we see as 'bad,' is called a problem. (7.46, 8)

Treuting and his fellow authors are not entirely clear whether they regard "facts" as existing "out there" or as "man-made." While they make a separation between what "is" ("facts") and what "should be" ("problems"), they also put quotation marks around the words "discover" and "collect" when they discuss the generation of "facts." The distinction between the "methods" which community people use "to learn facts" and the "methodology" used by University people raises epistemological questions which reflect back on their previous distinctions between "is" and "ought" and between "discovery" and "interpretation." But they are concerned with achieving agreement on how to learn the same "real facts" and how to interpret them.

> If problem solution is performed by problem definition, and joint problem solution is an interface goal, then the social process of joint problem definition is critical for the interface. Without commonality at this point, the university and the community will rarely be able to 'solve' anything to its (sic) own satisfaction and that of the other. The interface then, begins at the point where facts are brought and discussed and jointly interpreted as problems. Once a common acceptance of a problem is achieved, strategies for 'solution' can be sought. Problem definition is, in short, a social process of negotiation. When this negotiation occurs, there is an interface. (7.46, 10)

Different methods of discovering and collecting facts can lead to confusion and lack of communication among those who are using the different methods, a "problem" within their concept of the interface. When people do not use the same "research" methods, giving the same name to different processes, they will be less likely to arrive at "the same or similar facts," and will thus

differ in their praxis. "Many in the university will not act without facts learned from research. Many in the community-and increasingly in the university too--see research a cop-out from action, from doing something. (7.46, 10) Treuting et al. see this as a "major paradox." It is one only if you accept the epistemological assumptions which underlie their "common conscience" definition of the UUI and its concomitant praxis of negotiation.

In order to correct the misperceptions that community people have about the University, these authors call for "demystifying the service which the University can give to the community." This task implies an analysis of the assumptions implicit in talking about the University as a "problem-solver," and spotlighting the limits of the University.

Treuting et al. contend that there are three beliefs implicit "in the idea of problem solution," though they don't say whose idea they are talking about. Be that as it may, the idea presupposes that the University has the answers, that the problems are solvable through the application of "knowledge, theory, or skill," and that only some base motive can explain the University's failure to act. While they seem to be aiming their message at community people and those in the University who take the side of the community, they make an important point which writers imbued with the "conceit of the University" tend to forget.

> Most of the so-called social problems discussed at the interface are not amenable to solution simply by the application of knowledge, theory, or technology. By definition, these social problems are the creation of people who define a situation or a system of facts as 'bad.' Thus, personal beliefs and personal values (or group beliefs and values) are a source of the problem. Changing values create the stuff out of which more problems are created. (7.46, 11) (emphasis in original omitted, our own emphasis added)

Without using the phrase, Treuting et al. are pointing to what has been called "the revolution of rising expectation." In Asian Drama, Gunnar Myrdal criticizes the use of this concept to explain the attitudes and behaviors of Third World peoples. He argues that it is not much more than Western academicians' attributing to these peoples what they would feel if they were in the same position; therefore, what is needed is empirical research on their attitudes. Myrdal is brought in here because Treuting et al. do not explain themselves where these inflated expectations about the university originate. If they are describing the actual expectations held by community people, their source is probably to be found in the claims that the 'conceited' university has made for itself.

The points made by Treuting, Hall, and Baizerman would be better directed at the University. Aimed as they are at community people and those who take their side vis a vis the University, they contain the same elitist bias Mary Jean Bowman notes in Ivar Berg's similar demystification of the University's ability to promote economic opportunity and social mobility. (19.8, 19.20)

The arguments they do address to the University about the different views of the community which are held within it are valuable. Even though they are raised in the context of the field of health services, they should be studied by planners. In order to generalize their views, they make a distinction between a want ("a stated request by someone or some group for something") and a need ("someone's judgement that another person or group or class of people) is deficient in some particular way"). (7.46, 28) Tied into the use of these ideas is "the idea of 'having a right to do something'." Much of the discussion of how the University should

respond to its constituencies is confused by the failure to see the difference between connecting right with need and linking rights with wants/demands.

Economists will see that this distinction is central to the debate which has gone on in their profession over Musgrave's concept of "merit wants," which is quite similar to the above definition of "need." In the UUI, much research has gone into determining and ranking community "needs" as a basis for deciding on the allocation of university resources to meet them. (7.46, 30) This approach to planning in the UUI presupposes profoundly unequal relations between the University and the Community.

> The concept need...has the function--although not necessarily the conscious intent--of prohibiting non-professionals from discussing and bargaining with professionals.... In this framework, 'what I want or what we want' has less validity in public debate. (emphasis in original)

As the three authors note, the use of "need" in the discussion functions to maintain the hegemony of the professional. (Whether the concept of "false consciousness" has the same function in that ever-convenient whipping post, Marxism, is another question.)

While Treuting et al. raise the question of power in terms of the way in which dominant groups use the process of problem creation, Elden Jacobson sees the process itself as the expression of power relations. Accepting for the moment the division of this process into two stages and the epistemology which divides fact from value, we can see from Jacobson's analysis that "interpretation" is the exercise of one's power to apply one's values to facts, at the same time creating social power for the interpreter. "The power to define what shall be called 'abnormal' or 'a problem' is to direct, obviously, the structure and process of solution, which itself alters the larger social body." (15.9, 12) Reading the

literature on solving the problems of the city indicates that this point is not as obvious as Jacobson thinks.

Jacobson's holistic view of the city as a system of relations, despite his failure to use if fully, also leads him to raise an important question about the formulation of the relations in the interface in terms of "problem creation."

> ...(W)e must find alternatives to the usual formulations of urban problems and solutions as discrete entities, isolatable and solvable within a closed context. Such imagery derives from a piecemeal technology, and imbibes of the notion that for each problem there must by definition be a solution. For reasons that are by now self-evident it appears to be much more fruitful to utilize the language, and the required research orientations, of processes and their understanding and manipulation through time. This, in turn, places an emphasis upon observation, upon analysis, and upon relationships as the essential pre-conditions to planned change. Solution is thus understood as manipulation of points in time where processes or systems may be altered their direction shifted, and where emphasis is placed upon the prediction of consequences and secondary effects that such shifts and alterations provoke in other sectors of the ecosystem. (15.9, 22, 23)

Robert B. Mitchell's "A Preparatory Working Paper for A Conference on the Application of Urban Analysis to Urban Problem Solving" (7.30) attempts to utilize the approach recommended by Jacobson. He regards problems "as current manifestations of mutually complementary, underlying social processes, containing many 'interconnected feedback loops' whose courses and patterns, we have barely begun to trace." (7.30, 5) Distinguishing between conditions (which may or mat not be deplored) and problems (which spring into existence when a person or group set out to change these conditions), he notes that problem definition itself can be rather problematic. Defining problems raises such issues as assigning priorities to particular problems in the face of scarce problem-solving resources, searching for available instrument variables, examining existing policies and programs relevant to

the problem, and foreseeing the issues which may arise in problem definition when, for example, there are conflicting interests at stake.

Kirk Petshek's earlier article on urban extension (23.27) presents an argument for the "needs" approach which Treuting et al. criticized. While he does not want the University to coerce or impose its values on the Community, he argues that the University may have to educate the Community as to what it really needs. "The educational task need not be labelled as such, but can be performed in specific program for which the need is not questioned...." (23.27, 310) Where both groups share the same values the task of "education" will probably be easy, but in the presence of value-conflict "a university should be guided by its own conscience in deciding which activities to engage in." Therefore, he warns against taking on the Community as a "client." To do so may inhibit the University's assertion of its values.

> The university can contribute greatly to a more effective delineation of priorities, better use of existing social agencies, and the setting up of an overall plan for the community. In this process, it is even more important that the university call them as they see them; irrespective of which sacred cow in the community must be told that the results of its efforts do not warrant high priority. In such an overall approach lies the basic university contribution.... (23.27, 312)

The Second Annual Report of the National Advisory Council on Extension and Continuing Education; presenting a system for classifying the kinds of problems which occur in the UUI, defines a problem as "a state of malfunction as contrasted to a desired ideal, 'no problem' state." (24.6, 37) Their taxonomy rests on two assumptions: that problems may be classified separately but cannot be solved as discrete entities; that government having the greatest responsibility for solving social problems, must examine

all aspects of any particular problem. The way they group problems within their system further assumes that many social problems demand immediate government attention, that the solution must be "comprehensive, consistent, and integrated," and that there must be an efficient allocation of national resources. They break problems down into four main groups: those affecting individuals, structural malfunctions, malfunctions in existing systems of ameliorating previously recognized problems, and malfunctions "in the social system's control mechanisms." (24.6, 38-39)

The definition of a problem presupposes that the definer has some goal, some purpose. In fact, problem definition and goal formulation can justly be considered as two aspects of the same process. Much of what was written above using the terms "values" and "interpretation" could just as easily been dealt with in the context of "goals." Likewise, almost every writer on the UUI discusses some global goals which she or he wants the University to adopt or considers to be those which the University has adopted, implicitly or explicitly.

Kenneth Haygood's point about geographical and shared interest definitions was noted above. While Treuting and the other writers we have been discussing are concerned with defining this shared interest in terms of certain mutual problems or urban problems which the University might or might not want to address, Haygood himself sees the question as one of clarifying and choosing goals. He divides the university's task into six steps:

1. clarifying national and local community goals;
2. choosing ones which are "legitimate" for the university to pursue;
3. analyzing their resource requirements;
4. examining available resources;
5. exploring paths for obtaining needed resources;
6. asking how the university can make the best input of its resources. (26.10, 6)

This task is affected by institutional objectives and by the administrative structures adopted to carry them out. Using a slightly modified version of the triumvirate, teaching-research-service, Haygood lists the objectives as educational (scholarship, teaching) service (publications, consultants, special services), and development (recruitment of faculty and students, financing, and community good will). (26.10, 35-38) The university can organizationally internalize its relation to the community by making it:

1. the special function of a single employee;
2. the special function of a separate department or unit;
3. part of the existing departmental structure and activity;
4. a link with outside agents in the community;
5. a joint effort of outside agents and university departments. (26.10, 47)

There is also a "continuum of commitment" whose limits are the total institution and single individuals within it.

No matter where a particular institution's commitment to the UUI falls in this continuum, it should seek to achieve a "fit" between its community programs and its institutional objectives. (Planners would have appreciated some criteria for measuring this fit.)

In an attempt to measure the goals which institutions actually say they pursue, Patricia Nash and Sam Sieber did a factor analysis on the rankings assigned to 75 goals on a questionnaire completed by 1800 out of the 2300 institutions to which it was sent in 1967-68. They found that the goals or favored areas of activity fell into two categories: (1) scholarship--research and the training of future scholars; (2) utilitarian education--vocational and "second change." Their data indicated that the goals "are mutually exclusive." (7.33, 11) The first category tends to be preferred by institutions with substantial resources, while the second was chosen more frequently by colleges and universities scoring low on the Resource Index. The better-off institutions were also less service-oriented, looking at public relations in terms of increasing their national reputation rather than achieving visibility in their local community. Commenting on this George Nash writes:..."Ethically an institution can't hope to rank high on the national scene or be important in Washington if it can't be a model in its own community." (7.33, 12)

The purpose of this review is to explore what the literature on the role of the university in the city has to offer the planner in the way of building a theory of planning in the urban-university interface. It is not primarily concerned with listing or categorizing the multitude of activities which universities have undertaken in the name of "urban involvement." George Nash lists six areas which summarize what is going on in the area of the campus and the community:"

1. associations: ACE, NASULGC, AASCU, AASC;
2. conferences;
3. studies;
4. organizations: Urban Coalition, Urban Institute, EFL, National Urban League, CEEB, and the foundations;
5. Federal government: Office of Education; Talent Search, Upward Bound; Teacher Corps; Urban Observatories; Veterans Administration; OEO, Title I HEA;
6. other movements on the urban scene: the President's Urban Affairs Council, Chamber of Commerce, upheaval in the professions, and problem-solving companies. (7.33)

Haygood outlines the types of community programs universities have initiated:

1. community studies;
2. community relations;
3. community service;
4. community improvement
   a. problem-oriented
      i. community organization
      ii. special projects
   b. total community oriented
      i. community development
      ii. community schooling (26.10, 11)

C. MAINTENANCE, ADAPTIVE, AND PRODUCTIVE ASPECTS OF THE UUI

1. Urban Education

Following the analogy made to Katz and Kahn's typology of organizational functions, this section will examine what some of the writers have had to say about the education, research, and service functions of the university in the city.

Donald C. Stone states that four kinds of education are "needed" for urban living:

1. basic providing urban social skills;
2. technical and sub-professional;
3. academic;
4. professional. (15.16, 32)

We have already discussed the implication of the concept of "need." It underlies many theories of manpower planning, and could provide a basis for an approach to planning higher education: measure the manpower requirements of various projected urban structures, extrapolate the educational requirements of the projected manpower mixes, analyze the different resource and organizational requirements of alternative methods of producing the needed manpower, draw up "the Plan" and implement it.

New Students and New Places, (14.3) a report for the Carnegie Commission on Higher Education, used the following variables to estimate the "need" for higher education in large metropolitan areas:

1. present enrollment rates;
2. distribution of enrollment by type of institution (public, private; two-year college, university);
3. population stock - total and by age group;
4. average rate of population increase;
5. comparison of current enrollments to a range of "optimum sizes;"
6. relative probable rates of institutional growth--public/private;
7. selectivity of entrance requirements;
8. tuition--with respect to income and tuition in other institutions.

Using these criteria the report analyzes how well higher education is meeting the "needs" of urban dwellers and concludes that much more must be done. Planners will want to read this report for the overview of urban higher education it provides and to ponder the recommendations it makes for changing access to, location of, and the mode of producing higher education for city people. Whether they work for individual institutions, or statewide systems, or state and metropolitan governments, they will, however, want to ask if the "needs" approach is the most appropriate for their organization and its constituencies.

2. Urban Research

We have already discussed the origins of the growth of research as an activity of the University. As George Nash noted in his analysis of the results of the survey of university goals, the leading institutions of higher education in American tend to regard the research they carry on as their primary contribution to society. The literature under review contains a strong strain of this kind of thinking, and of its corollary that the problems of the city are informational. The job of the university thus becomes one searching for this information through research, a job which can best be carried out without undue (as measured by those within the University) outside interference. None of the writers really explains whether the grantsmanship and "rediscovering the wheel" which characterize so much of recent urban research is due to the University's conceit about its research work, to the need to play games in order to get grants, or to some complex of factors.

Much of the urban research carried on by universities has become institutionalized in "urban research centers." The Urban Institute has put out a directory of these centers. (35.45) The number of entries doubled in the 18 months between the first and second editions. The second edition also has a paper by Lawrence A. Williams on "The Urban Observatory Network," which is an attempt to set up a nationally coordinated system for conducting research on the city. Elden Jacobson's paper discussed above also presents some useful comments on the prospects for this network. The "Oakland Project" exemplifies a third organizational form for urban research, one which combines research with direct service to city government and professional training. Comparing the Urban Observatory and the "Oakland Project," Francis D. Fisher writes:

> The principal difficulty in the program (Urban Observatory) is to find areas where university-city interests coincide.... Like the Oakland Project, the Observatory program lacks a place for the university to plug into the city. A full-time project director helps bridge this gap, but interest and city capacity for using research is not always available. The problem is especially acute when the idea for an investigation does not originate with the city as is the case when all ten Observatories undertake "network" research to obtain comparable data on a particular problem. (22.12, 35-36)

If there are difficulties in building an effective interface between government and university research, the problems of linking research and urban communities, organized and unorganized, are great, especially because there are so many political questions directly involved in the organization of such research as well as its substance. Giving the "researcher's view," Roscoe Brown (15.2) argues for making research understandable and for involving the community in its various phases, in order to increase community support for a project. Sandra J. Garcia and her fellow authors advocate similar actions, but their reference point is that of the community and

their goal is the elimination of the exploitation and racism of so much research and so many researchers. (15.6)

3. Urban Services

There are similar issues involved in the provision of services to urban communities by the university. Treuting et al. point out that different expectations underlie two different definitions of "service." Some people use the word "to mean something like 'actively making available' and using the resources of the university and its members for the purpose of working on issues of joint concern to people within the University and in the Community." (7.46, 15-16) Others give a more limited denotation to the word, "providing specific advice, treatment or intervention.... Common to both uses of the word service are the notions of 'making available' and 'of giving, of providing'." Treuting, Hall and Baizerman assert that there are two "models of service:" urban extension and the university as a surrogate agency. In the second model the University administers "human services previously thought to be the responsibility of government or of private-sector organizations." (7.46, 17) Dale Knotek has written a check list to guide universities when setting up and administering such services. (27.13)

John Bebout has developed a typology of urban extension roles:

(1) clearinghouse for communicating information (which is basic to all the rules);

(2) counselor and consultant;

(3) convener (getting community groups started);

(4) locus for policy seminars and conferences;

(5) special education on urban subjects;

(6) general education of urban publics;

(7) demonstration projects. (15.11, 15-34)

The Ford Foundation sponsored the first urban extension projects. Its report on this experience (23.10) has influenced later discussions of the topic.

Kirk Petshek's article in the November 1964 issue of the JAIP is still the best analysis of urban extension for planners, even though he uses the "needs" framework we have questioned. Unlike so many of the other writers who so blithely assert the University's ability to see 'needs," he bluntly states that this approach entails problems of resource allocation.

> If urban extension is to do more than service it clients according to their desires and their insights, it will need state or federal help. At least this is true after a university has learned, by experimentation, the activities in which it should engage to be of greatest benefit to the community and to its own function; thereafter only a subsidy will make it possible for urban extension to concentrate on these kinds of urban problems. (23.27, 305) (emphasis in original)

Petshek distinguishes four approaches to urban extension: centralized, loose organization, special experiment, service to "local government and local groups to the best of the latters' interests." And his list of roles differs slightly from Bebout's:

> The University may exert its influence in the number of ways: as an advisor to concerned groups or individuals; as a watchdog for broad community interests; as a coordinator to bring people together; as a catalyst to energize citizen groups of quasi-public bodies; as a gadfly to stir civic groups or public officials to action. (23.27, 307) (emphasis in original)

Urban extension has led many people involved in the traditional forms of university extension to reassess their function in a society which is predominately urban. (see 2.22) The papers presented at the 1969 Mid-Continent Conference on the "Role of the University in Community Development" contribute to this re-examination. Glen Pulver states the questions involved in a critical self-examination, ones which might be asked of all aspects of university activity:

(1) does the University accept the status quo, or admit and act upon the need for institutional change?;

(2) will it study and come to understand the role of protest and violence in history?;

(3) does it really mean to communicate with the "outsiders" who may have different value systems?;

(4) can it design and implement mechanisms for conflict resolution?;

(5) will it support faculty members who become involved in the community?;

(6) will it financially support the required number of specialists in community needs? (26.18, 9)

Lee J. Cary sums up the contribution that community development might make:

> It is where people have not decided what resources they may need or want from the university, where communities have not had an opportunity to come together and decide priorities, where no mechanism for conducting joint enterprises has been arrived at that community development can make its major impact. (26.18, 36)

In other words, he is arguing that community development might provide a way out of the conflict between a "needs" and "effective demand" approaches to planning in the UUI.

Urban extension also contributed to the movement which brought about the Higher Education Act of 1965 and Title I of that act in particular. Most recent urban extension activities have been sponsored under that Title. It has also spawned a voluminous literature of its own--reports on each of the various projects, annual plans by state agencies, annual reports by the National Advisory Council on Extension and Continuing Education (of which the last, A Question of Stewardship, (24.10) with its comprehensive review of Federally sponsored programs is the best), conference reports, and academic studies of Title I. The entries in Section 24 are a representative selection from this literature, made from

those reports which were forwarded to the ERIC system, and others we obtained ourselves.

Some writers look upon urban extension as a means of garnering increased public support for the university. William Griffith sees the history of extension activities by land-grant institutions as primarily one of attempts to obtain increased support from rural legislators. (23.12,9) Theodore Lowi disputes this version of history and contends that support for expansion of higher education in America can be better explained by rapidly increasing aggregate demand for it. After raising a number of sticky questions about giving organizational form to the university's relationship with government which arise once it is seen that "in the long term, for the university at large, the service route is not even the most politically realistic" road, Lowi brings up what he calls the "central issue:"

> To decide anything involving corporate relationships with the outside world, the university has to have guiding principles of some sort, and, even at the risk of sounding preachy, those principles are going to have to found themselves ultimately upon some definition of the role and mission of the university. (27.11, 108-109)

Where planners fit into the process of definition and how they interpret the definitions used by others has been one of the concerns of this review. Lowi's own version of the role of the university is that it should instill discontent. He recognizes though that not all universities will see the matter in that way, nor will they all see it the same way. He, therefore, offers some rules of thumb to guide the university in the absence of such a shared definition of its mission. One interesting suggestion he makes relates to the "educational estate" theme. He would use the university's "independence" as the basis for giving it the job of regulating all claims to expertise, evidence, and public support.

D. INSTITUTIONAL ASPECTS OF THE URBAN-UNIVERSITY INTERFACE

1. Independent Yardstick, Weathervane or Established Institution

Lowi describes his suggestion as the "TVA concept," which he considers

> ....a good concept even if TVA itself is a poor example of its successful usage. The approach comes from a procedural principle about universities that can be enunciated without waiting for an agreeable substantive definition to be developed. The principle service it can render by using its independence before it turns to services that might require compromising that independence. TVA was supposed to mean regulation of society by independent yardstick, by providing essential resources or services at a price (in that case) against which to determine what a reasonable price should be among all the private producers of the same resources or services. (27.11, 110) (emphasis in original)

This notion of the so-called "independence" of the university, which has already been criticized in other writers, simply contradicts any holistic view of the urban-university interface. Even if we had not already looked at the evidence of Jencks and Riesman, Ridgeway, and could appeal to the analysis of almost all the writers in section 2 of the bibliography on the place of the university in the political economy, surely the reader must ask why nowhere in the literature does anyone offer any empirical proof or a coherent theory which explains how the university has achieved and maintains its purported independence. It's not that they try and fail, or that the notion is offered as an hypothesis. Rather the "independence" of the university is ritualistically invoked so often and so vehemently that one begins to wonder if bad conscience is perhaps involved.

The alternative to the "independent yardstick" view of the university is not necessarily that of the "weathervane" blown along by evanescent fads or by the will of some powerful elite which controls society. Kravitz quotes Abraham Flexner: "A university should not be a weather vane, responsive to every variation of popular whim. Universities must at all times give society, not what

society wants but what it needs." (7.20, 26) The notion that the institutions of a society create mechanism to reproduce themselves is not equivalent to economic determinism or any of the various theories of cities. Talcott Parsons points out that

> ...not only does an organization have to operate in a social environment which imposes the conditions governing the processes of disposal and procurement, it is also part of a wider social system which is the source of the 'meaning,' legitimation, or higher level support which makes the implementation of the organization's goals possible. Essentially, this means that just as a technical organization (at a sufficiently high level of the division of labor) is controlled and 'serviced' by a managerial organization so, in turn, is the managerial organization controlled by the 'institutional' structure and agencies of the community.

While it is beyond the scope of this review to prove or disprove any of these theories with respect to the University's place in the institutional structure of a society, it is proper to flag an assumption which provides the basis for so many proposals universities and planners are asked to consider.

Moreover, if we accept for the moment as a tentative hypothesis that the university is part of what Parsons calls the institutional structure of society and has institutional structures within it, then some parts of the literature take on a quite different appearance.

The many invocations of academic high purpose, which Jacobson observed, might then be seen as stimuli to mobilize the university to meet the challenges which new situations are creating for Jencks and Riesman's "established institutions." John Gardner's speeches and articles and Clark Kerr's proposal for an "Urban Grant University" fall into this category. Thus, we find John Gardner speaking in 1969 on the "Agenda for the Colleges and Universities: Higher Education in the Innovative Society."

> There are no institutions better equipped to serve as a base for that struggle against national problems than the colleges and universities, but they have played a negligible role thus far. The strategic role played by the land grant universities in developing American agriculture and the rural areas has no parallel in the cities. (4.3, 5)

Clark Kerr picks up on the theme in a number of articles and speeches expatiating upon the advantages of the "urban grant" university. The three defining characteristics of this application of the land-grant model to urban society are: location, orientation to the city, and Federal aid. (6.25, 6) An important function of the "urban grant" university will be to "bridge the gulf between the intellectual community and the surrounding society." (6.25, 13) Kerr sees two internal sources of resistance to this proposal (concern for quality, fear of controversy), and three external ones (decrease in tax base for local government on account of university land use, danger to "established institutions" of mixing students and ghetto people, perceived and real interference with the prerogatives of bureaucracy). (6.26, 12-13) We have already noted in passing that the tenuous analogy upon which the "urban grant" proposal is based totally ignores the history of the land-grant institutions, particularly their role in depopulating the rural areas of the country as their service to agri-business undermined the ability of the small farmer to compete and thus their part in the complex nexus of historical forces which have brought about the present situation in our cities. Even those who vehemently deny that the land-grant institutions so contributed to contemporary urban problems and rural decline, must recognize that a simple analogy between urban and rural problems, does not, as Paul Miller points out (6.32), really provide much guidance in the solution of urban problems.

It might be argued that Kerr and Gardner don't have to deal with such sticky problems because the purpose of their pieces is to persuade rather than to analyze. This assertion in no way places less value on what they say because of its political purpose, unless, of course, one's value system gives higher ranking to "pure" scholarship.

2. Mobilizing Institutions of Higher Education

Of course, the Federal government has taken steps to mobilize the university also. Thus, there have been the studies conducted by the National Academy of Sciences on Urban Research and Development (15.3; 15.4) and by the National Science Foundation on "Improving the Nation's Use of the Social Sciences," (15.13), and speeches like that of Norman Beckman in 1968 on "HUD and University Community Development." (12.2) Some people have been quite frustrated by the seeming inability or unwillingness of the State to conduct this mobilization efficiently, effectively, and with the requisite input of resources. Title I HEA, 1965, for instance, has been consistently deprived of the full amount of funds which were originally to be allocated to it. (24.5-10) Others view this poor performance as quite functional.

> The national ruling class is obviously extremely reluctant to meet this problem (the conflicts arising in American cities) head-on, fearing that any wholesale attack on local vested interests (political as well as economic) would set off even more destructive and dangerous conflicts. So it temporizes, trying to bribe and cajole local power-holders through such devices as federal department of urban affairs and transportation, Ford Foundations, university institute of city planning, and the like. The results, as should by now (1969) be obvious, have been and will continue to be minimal.[20]

While this formulation of the hypothesis contains elements of economic determinism and theories of sinister elites, it does point out the necessity of further research into the ineffectiveness of much of the rhetoric of mobilization and into the many failures of many university projects in the city to change the basic structure of the UUI. The above quote also implies an intentionality which may or may not be there. Certainly one would not have to prove that some controlling elite wanted to use the University to advance its interests and the rhetoric of the UUI to cool out many of the demands raised by urban peoples for alleviation of their conditions to test the extent to which the University and the literature on its involvement in the City have an institutional function.

Equally significant in this light is David Popenoe's characterization of the push to institute urban studies curricula "as a social movement within institutions of higher education." (14.14, 13) (his emphasis) He lists four attributes of a social movement which also characterize "urban affairs:" a new outlook, an idealistic vision, an activist commitment, and the lack of determined form of organization. What is striking about his list is that it omits the social. Who are the people involved in the urban affairs movement? Whose interest are they advancing? Popenoe certainly wants them to advance their own. "The most important goal of the urban affairs movement during the next decade is to become institutionalized into the system." (14.14, 18) (his emphasis) Whether they represent the interests of broader social formations must wait for further study of the social composition of the urban affairs movement. The following statement by one of the leading spokespersons of the movement is certainly suggestive of its institutional function.

> What I am suggesting is not radical, because I don't believe that the ills of university or society require root treatment. Ills require cures, and we have been so busy in describing our defects that we have failed to prescribe our remedies. The result is that we all know what is wrong but not what to do about it.
>
> What we need is an experimenting society, which can try out a variety of solutions to every problem. We have had too much of a society in which rhetorical overkill forces one to oversell, and therefore necessarily to underperform, every major social reform. (15.5, 32-33)

A cynical interpretation of this statement would be that it warns the rulers that "rhetorical overkill" which intends to give the ruled the impression that something is being done can create trouble when they realize that very little is actually being accomplished. It is significant that the alternative to talking about doing something is conceived as "experimentation" rather than "work."

> An experiment is practical because it helps us to see in a particular case how the existing order can be adapted to changing circumstance.... Work is not merely a technical ordering of what is given. It involves the creation of a new order--a new order which can be created only by a democratic movement. An experiment which merely orders what is given does not go beyond what is present. The results of an experiment can only be applied to improve the operation of an existing social order.... To solve these problems we do not need more experiments as much as we need more work which changes the world. The problem today is not so much to have knowledge about the world but to create a new kind of world.[21]

My impression is that most planners would disagree with the suggestion that they seek to change "established institutions" and that the dominant self-understanding of planning falls generically into the category of "experimentation" rather than "praxis," or "work." This is not the place to hammer out a resolution to the question, just to indicate how it arises when examining how to plan in the UUI.

3. The University As a Change Agent

One practical test of any hypothesis about the institutional function of the University can certainly be found in the attempts to use the university as an agent of change. As was seen above, Galbraith regards "the educational and scientific estate" as the prime agency of change in the "new industrial state." There has yet to emerge any movement to implement Galbraith's vision. The New Left of the 60's, however, contained many tendencies which wanted to use their position the University to revolutionize society. It would probably be oversimplifying and stretching the evidence to assert that the demise of the New Left conclusively proves that any strategy using the University as the agent of revolution is doome to failure. Even at the height of the movement in 1969, Lasch and Genovese were arguing that the student Left had a simplistic understanding of the place of the University in society which accounts for their unrealistic expectations of using institutions of higher education directly as vehicles for revolution. (2.59) They contended that the prime function of the University had become the production of an educated work force.

> In the last twenty-five years the university has become, in a special sense of the term a working-class institution. It trains intellectual and technical workers in the special skills needed to run the industrial and governmental bureaucracies and to carry out all the commands of the managerial elite. Higher education has become another form of industrial apprenticeship. (2.59, 22)

This theory became elaborated by another New Left tendency into the theory of the "new working class," (2.44) which in many ways resembles a leftist version of Galbraith's educational and scientific estate. According to this view, the University has the important function of socializing and training educated workers, who through this experience come to reject the values of the system. Herbert Gintis and others

like him see this group as a potential class which may provide the force for overthrowing "established institutions." They argue against Ivan Illich's proposal to abolish all schooling, including institutions of higher education, as a revolutionary act in itself, (2.53) because he does not understand, from their point of view, the role of the university in the production system. (2.43)

There are also discussions of the problems which arise when the University gets involved in programs for bringing about less global changes in society. Alan K. Campbell traces the frictions which arise between the University and urban administrators to lack of knowledge about the causes and consequences of change, ideological differences, tensions in the relations of power and in the decision-making process. (2.18) Lawson Crowe notes that many of the demands for the University to serve as an agent of social change actually involve requests to bite "the hand which feeds us." (6.10) Perhaps this is why he notices that the prevalent response to such demands has been "academic." Joseph P. Fitzpatrick observes three dilemmas which arise when the University presumes to act as a social critic: how can it preserve the dominant values while simultaneously liberating people from the bounds of "conventional wisdom?"; how can it be "objective" and "relevant?"; and how can it integrate objectivity with involvement?" He finds some possible resolutions in the notion that a new idea may be a vehicle for an enduring value, in the care which must be taken not to let one vested interest just replace a former one, and in the contribution the university can make in the realm of ideas on evaluation and innovation for those who are involved in actual practice. (2.39) We have seen these dilemmas in other aspects of the UUI and have noted the problems inherent in the way Fitzpatrick formulates them and attempts to resolve them.

Much of the literature on extension in sections 23 and 25-27 of the bibliography discusses the experience that universities have had in acting as or sponsoring change agents in communities. It can be of use in analyzing the institutional function of the University, particularly because it points up the importance of distinguishing the levels of analysis of institutions--national, regional, state, metropolitan, local, and neighborhood--and the different relations a single university can have on each of these levels. Other items relevant to this question include: (2.14), (2.22), (2.23), (6.6). The literature in section 17 deals with another aspect of the institutional function of the university which has only been alluded to: the extent to which higher education socializes and affects the values of students. Since many writers urge the use of higher education to change the values of the next generation so that they are better fitted to an urban environment, these reports should be studied for what they have to say about the extent to which universities attempt to instill values useful to "established institutions," how deliberate and how successful this function may or may not be, and the capacity of universities to instill values which threaten any particular institution or the "hegemony of established institutions." (See also (8.2), (27.33), (16.13), (16.15), and (26.9).

## E. PLANNING THE URBAN UNIVERSITY INTERFACE

### 1. Assumptions and Myths

In 1968 Herman Niebuhr made two asides in his presentation to the National Seminar sponsored under Title I, HEA, 1965, summing up the state of planning in the UUI up to that point. An interesting and valuable piece of empirical research would be to examine how much the situation has changed since then. First,

he noted that he knew of no university or school system which monitored the manpower needs of a changing economy. (6.12, 109) Since then the fluctuations in the demand for university graduates, especially the crisis in the Ph.D. job market, have forced a number of institutions to attempt such monitoring. This activity has more of the appearance of institutional self-defense than the assumption of an explicit role in the type of educational planning discussed in the introduction. At least that is my impression which is subject to empirical verification.

Second, Niebuhr observed that "...one of the key campus planning assumptions of inner city universities is that the community does not exist." (6.12, 113) He aptly describes this assumption as schizophrenic. On the one hand, people in the university tend to look upon themselves as people of good-will, as having the best interests in the community at heart. On the other, the University has actively aided and abetted wholesale "urban removal" of nearby communities. Klotsche's The Urban University, discussed above, is a case of this schizophrenia in its late stages of development.

In the paper they presented to the 1972 Conference of the Society for College and University Planning, Paul Shaw and Louis Tronzo summarize some of the recent manifestations of this schizophrenia and offer some suggestions to planners who hope to cure it. What Niebuhr called schizophrenia they call myths. Four of these myths became manifest to them in the experience of the University of Pittsburgh's participation in a moratorium on construction in support of a black effort to obtain more jobs in the building industry. The first myth is "that for their maintenance and viability, universities need only placate, and build bridges to, their students, faculty, trustees, and funding sources." (7.43, 5-6)

To its chagrin Pittsburgh found that the community is out there and sometimes able to get itself together to block university expansion and thereby cost the university time and money.

> A second myth is that the local institution in unique--in other words, the experiences of each urban university is unrelated to the others. In reality, the patterns of citizen opposition to the expansion of university physical plants seem to be universal. (7.43, 6)

Both Columbia and Pitt found their communities questioning the adequacy of their justification for expansion, their secrecy, their sensitivity to dislocating people, their predilection for single (i.e., university)--use facilities, and their methods of dealing with community opposition.

Thirdly, institutions of higher education have tended to operate on the belief that "those outside institutional power bases...have...(no) voice in institutional decision-making." (7.43, 6-7) Shaw and Tronzo argue that our "national political culture" has changed and that there is "a new political ethos" which asserts the opposite.

The fourth myth is the assumption that those who scream the loudest are those who are being hurt the most, particularly those who are being displaced. Pittsburgh found that its plans were opposed by the city planning department, the mayor and the middle/professional classes while the intended beneficiaries, faculty and students, did not defend their institution.

> As a result of these experiences, we conclude that a program which seeks to define the role and adjustment process of a growing institution is not fully understood by either the university or the community. The process requires the development of a workable and stable interface which permits the university to understand and help maintain the community's viability and integrity and vice versa. The result of this process is the institutionalization of a university administrative program which provides for regular interaction with community representatives. (7.43, 8)

Shaw and Tronzo suggest the following steps, based on this conclusion, to be followed in pursuing university goals in the UUI:

1. Look upon the community as a "viable force;"
2. Set out guidelines for use within the institutions, defining the multiple concerns which are related to campus expansion;
3. Build "confidence and positively (show) how the university views the community and what it is willing to do to protect and insure the community's growth and survival;"
4. "Elicit the community's response," obtain public consent for a policy of physical expansion. (7.43, 8-10)

They conclude: "The ability of a university to get along with its immediate neighbors is an historical and crucial aspect of any town-gown relationship.... The traditional strategy of the university has been to retreat from the city or to become isolated from it. This is a posture which should not be continued." (7.43, 10)

2. Planning Accountability and the Idea of the University

Shaw and Tronzo raise the question of "accountability" in higher education, which like and together with equal educational opportunity has generated a massive literature of its own. Kenneth Mortimer's recent paper for ERIC is an attempt to provide a handle on this body of writing. (7.31) He notes that there are three major contexts for the term: managerial, accountability vs. evaluation, and accountability vs. responsibility. Accountability also involves two major external forces, government and the public, and a number of internal difficulties: weak academic authority

structures, vagueness of university objectives, and complex organizational forms. While much of the literature on accountability focuses on the individual teacher, the issues it brings out are central to planning in the UUI. Just as I said above that our discussion of problem-definition could have been recast in terms of goal-formulation, this entire review could have been written around the question of the accountability of the University to the City. A division might have been made between those writers who maintain that ultimately the University is or ought to be accountable to itself and those who hold that the University must be held accountable by other urban institutions.

The first group would argue that there is no such dichotomy as that made in the preceding sentence and in the implicit assumption mentioned on page 5 that urban activity means more than business as usual. Their opposite assumption is that "the idea of the University" represents the highest expression of the intrinsic function of the University in society. From this viewpoint attempts to make the University accountable to the immediate objectives of other urban institutions, particularly government and the "voluntary associations" of civil society, represent threats to the University's ability to be truly accountable. Planning the activities of the University in the UUI thus becomes a question of operationalizing the "idea of the University." I would argue that this notion of planning is essentially <u>a posteriori</u> rationalization of what Myrdal would call an "independent valuation" which is under attack. As was pointed out in criticizing those writers affected by the "conceit of the university," and even those like Jacobson who try to undermine this conceit, none of them present any empirical or theoretical evidence to prove their assertion that

the University is able to transcend the social structure of which it is a part. While they may or may not be able to construct such a proof, that almost none of the writers see the need to do so indicates that one or another "idea of the university" operates as a first principle in their thinking, that the institution of the University has value for them independent of the desires, demands, "needs," or goals of other urban institutions and populations, whether expressed or attributed.

Myrdal bases his theory of development planning in the Third World on the assumption that they are dominated by institutions and attitudes which are also in the realm of independent valuations. "From one point of view, development from a traditional to a modern economy is largely (though not entirely) the creation and expansion of a sphere of instrumental valuations where previously only independent valuations reigned."[22] He assumes that "...institutions and attitudes play a different part in Western countries," that "...developed countries, whether of the Western or the Communist type, have been able to rationalize beliefs and thereby also attitudes and institutions--that is, the whole mode of thinking, desiring, living, and working--so that inhibitions to development, and also obstacles have been largely removed."[23]

I bring Myrdal into the discussion again at this point not merely to show that we are dealing with a body of Western writing which contradicts his contention that Western culture has risen above the "sphere of independent valuations," but also to point out that those who argue that in the end the University must be held accountable only to itself dispite the very basis of planning in the UUI.

> Considered, calculated, rational choice assumes either that some events have no value in themselves or that whatever independent value they have is not absolute but can be compensated for the achievement of rival objectives. In a world where nothing has a price, there can be no optimal plan and, indeed, no planning whatsoever. For what can then be compared are only total sequences, and even such a comparison would assume a highly developed capacity for surveying reality and evaluating it.[24]

Given their tenous position in most universities, however, it is highly unlikely that university planners would be able or would want to take on the political task of getting their institutions to adopt the second notion of accountability.

> Those responsible for directing the work of planning and divising and implementing the plan are, of course, never wholly disinterested and socially detached; they are themselves part of the social system that is to be reformed as are the planners and the rest of the articulate citizenry. They have their own economic and social interests, and share, to a greater or lesser extent, the popular attitudes that constitute the obstacles to planning. They also have political interests and want to maintain and increase their own power. All this tends to influence and limit their vision.... The very application of planning, however imperfect, tends to change these valuations, normally by reducing the limitation on planning imposed by the inhibitions of officials.[25] (emphasis in original)

This line of reasoning suggests some interesting hypotheses about planning in the UUI. It would be a valuable piece of research to examine how planning in the UUI reflects back on itself to change not only the planning process but also the UUI.

### 3. The Planning Process

While the number of entries in Part V of the bibliography indicates that the body of literature on planning institutions of higher education is growing in volume, there are few items which deal specifically with planning in and of the UUI. Aside from planning reports produced by many individual institutions, most of the important pieces can be found in the three bibliographies

produced for the Society for College and University Planning. (35.14, 35.15, 35.33) Milo Pierce's recent Council of Planning Librarians Exchange Bibliography (35.36) also refers to more of the relevant literature, though it lacks the extensive annotations which make the SCUP bibliographies by Fink and Cooke so useful. In this review we will take a highly selective glance at this segment of the literature, considering three overviews of the UUI planning process, then a number of reports on the kinds of activities university planners have engaged in when taking the community into consideration, and finally Mead and Metraux' suggestions for university planning for metropolitan areas.

Naptahli H. Knox has written what the calls "A Planning Guide" for urban university communities. The history of planning the University of California went through three stages: buildings, campuses, and now campus/community. When he was writing in 1967, all but two of the California campuses had a "university community planner," and there existed a post for a "university-wide community planner." He also discusses the economic impact studies done for Berkeley, Rutgers, Michigan, and Bridgeport, as well as the planning experience in Wayne State and St. Louis Universities. On the basis of his reading of planning in these institutions he presents a diagram of an "ideal planning organization" and a summary of a "Planning process."

The basic feature of his "ideal planning organization" is that the general planner should be immediately responsible to the chief executive of the institution, and have three planners under her or him: a facilities programmer, planner (designer) and community planner. He notes on the diagram, which is not discussed in the text, that while it is "an optimum organization chart," it should

be modified for the needs of the college. Even one planner is better than none." (29.37, 62) Knox defines the planning process as "the process by which man defines his goals and devises the means to attain them." He then enumerates the steps which the university and the community should take to formulate, expose, clarify, and resolve their respective goals. These activities constitute the first step in his planning process. Perhaps it is just a problem of word-choice but he includes all his suggestions in this first step and never states what should follow. Because his focus is on the immediate environs of the university, rather than the city as a whole, he provides the basis for a geographical definition of the UUI which is useful to planners. This places the responsibility for creating a "university planning area" upon the community and its planners, and suggests the following criteria for delineating this area: number of students, faculty, and staff resident; amount of business transactions generated by university people in the area; university related or oriented industries and businesses; and tracts of land desired for university acquisition. (29.37, 63)

Knox sees the need for joint university-community planning in the burdens the university places on the community. He doesn't note any difference between this way to approach UUI planning and the "beginning of institutional-environs planning" at Chicago, which, like its imitators at Penn and Columbia, sought "to stem the tide of neighborhood change and restore social and physical balance to their environs." (29.37, 60)

In a paper written for a course in City and Regional Planning at Ohio State University, Ronald H. Miller presents an outline of "processes for Comprehensive Urban and University Planning," which

was derived from a Northwest Regional Education Laboratory report edited by John Sandberg. This procedure involved five phases:

1. Conceptualize needs and priorities;
2. Formulate plan, including
   a. agreeing on agency roles and functions,
   b. specifying citizen participation roles and procedures;
3. Implement the plan;
4. Evaluate the results;
5. Modify the original plan. (7.29, 4)

Mr. Miller also takes from the same report a list of practical suggestions to guide university planners in cooperative endeavors with city planners.

Larsen and Reitan outline a similar process for planning community services: define institutional mission, involve community action groups, develop programs, identify internal and external information sources. (27.15) It is not clear whether Knox, Miller, or Larsen and Reitan regard their models as descriptive or normative, or some mix of the two. They all have the aura of having been transplanted from other types of planning without real consideration of what makes the UUI a different realm for planning. What is the function of these vague summaries of the "planning process" in planning literature?; in the literature under review? The answer is not clear, except that they do seem to give planners in the field something to latch onto in a crunch. Whether they contribute to a self-understanding of planning or to the creation of "a management tool for total university participation in the problems of the city," called for by Jerome P. Cavanagh (6.14, 313), is open to discussion.

4. Tools of the UUI Planner

The items found in section 10 of the bibliography will provide an indication of the state of the art of planning physical facilities, and those in Part E (Sections 28-34) of the various aspects of planning higher education. It would be outside the purview of this review to assess this entire body of literature. Rather we will select for examination some of the papers describing the tools planners have used to carry out their work in the UUI. Keith Robin describes some of the methods used to sample community desires, to give the community an input into university planning. These include advisory committees, coordinating councils, and community studies. (7.39) Sylvia Obradovic discusses three similar strategies for involving "ethnic minority communities:" the community advisory committee which brings in people as consultants; the charette in which the community is in the majority and community leadership directs a multidisciplinary group of academic and professional experts; and cooperative research carried on by academic researchers and the community people who have requested the research. (7.36)

In a planning study for Federal City College in Washington, D.C. Peter G. Nordlie reports on the results of a survey of the people involved in or affected by the college. Faculty, staff, students, and administrators were interviewed to obtain their perceptions of the college's objectives, the obstacles facing it, college-community relations, decision-making process, students motivation, curriculum and staff motivation. (22.19) Helen Astin (7.4) reports on a similar survey of community people. Another useful document for planners puruing this line of inquiry is the American Council

on Education's "Guidelines for Institutional Self-Study of Involvement in Urban Affairs," by Martin Jenkins. (6.1) This self-study is seen as an important first step, providing a framework for involvement in the community. The relevant questions in the following areas are presented in the report: administration, organization, curriculum, faculty interests and skills, community participation, inter-organization, policies, facilities, and finances.

As part of the Pittsburgh UUIP a series of forums were held to bring together people from the community and the university "to develop the means for getting regular and reliable readings of the urban community's goals and for continuously mediating between emerging goals and the policy-making processes of universities and other key institutions of the community." (22.16, 2) The report on the experience gained in these forums by Steele Gow and Leslie Salmon-Cox closes with four guidelines "gleaned from the forum series:"

1. Universities should act upon the basis of the distinction "between doing something <u>with</u> the community and doing something <u>to</u> it or--paternalistically--<u>for</u> it;" (emphasis in original)

2. To earn credit for community service, universities should deal with the problems and goals expressed by the community, and realize that "doing research of general scholarly value <u>on</u> the community" (emphasis added) will not gain community good-will "when that particular community gets no more, or no more direct, benefit from it than do all other communities or society in general;"

3. Universities must actively intervene if they are to elicit input from the unorganized segments of the community; the intervention must include sharing power in making decisions and policies as well as consultation;

4. "...(U)rban universities and colleges should enter into a partnership with their communities to establish jointly governed organizations through which to engage in collaborative community service and the pursuit of community goals." (22.16, 69-74)

Many urban institutions of higher education have joined together in consortia to pool their resources for the attainment of certain common goals, quite often the amelioration of conditions in the metropolitan area in which they are located. This form of interorganization creates qualitatively different kinds of problems for planners within the constituent institutions and for planners working directly for such consortia. James Paltridge has done a useful study of eight such consortia. He found that three shared goals were frequently stated for such interorganizations; increasing access to higher education for urban students, developing programs for these new students, and doing research on the city. Within member institutions these goals were not all actually shared nor understood in the same sense. In fact a number of academics saw the consortium as a tool for competing with other institutions and for grantsmanship. (31.12, 50) In 1970 Lewis D. Patterson compiled a bibliography for ERIC on consortia, which also discussed the rationale behind them and some of the practical problems encountered up to that time. (31.13) A number of references to the literature on this form of UUI interorganization will also be found in Section 31 of the bibliography.

5. "Strategic Planning" for the U.U.I.

As was mentioned above, Margaret Mead and Rhode Metraux suggest a way to develop a regional plan with universities as the "focal group of institutions." (15.11, 22) Their design for such a plan would make each university "a center of activities that reach far out in contrasting ways." Among the possible routes for instituting such a planning process they suggest: expanding the roles of the presidents of the different institutions, using one university as a model for "mapping" its UUI, or integrating all institutions of higher education in the region "into a multifaceted multi-level relationship." The design for the last approach would have to be "unbounded," not dependent on any "single focus, institution, task, complex of buildings, form of financing, or type of leadership; and providing for ongoing, self-perpetuating, and self-rewarding activities." The plan must include mechanisms for arousing the community when "internal slowdown or failure" appears. They argue that locating responsibility for the region in its universities will help build citizen identification with the region and pride in its being well-planned. They provide a list of fourteen ways to embody this responsibility in appropriate activities which will be an "intricate network" involving the various institutions. In a sense they are calling for a new form of UUI, which they term a "complex."

> It must include universities, colleges, professional schools, museums, laboratories, social agencies, and so on, and the major institutions of the city and region, in which each grows as the other grows and each is vividly and responsibly local and conspicuously and responsibly related to the whole.
>
> It will be necessary to have a comprehensive name, a new term of reference for the expanding responsibilities of the university complex that can be invoked to define and sanction each new plan.... (15.11, 35)

Julian Martin Laub's recent book, The College and Community Development, represents an excellent beginning for carrying out Mead and Metraux' vision of planning. It certainly deserves longer consideration than has been given to some of the trivia in this review. Our purpose has been to clear away some of the detritus so that the materials which are really useful to UUI planners, like Laub's, will stand out clearly. Rather than give Laub an inadequate consideration I will simply report the tasks he sets for himself in the book, and urge planners to read and judge for themselves how well he carries them out--bearing in mind that it is a first step in a direction which much of the literature we have reviewed has obscured and obstructed.

> The purpose of this study is twofold: first, to describe the social and economic impact of the college on urban and rural communities and second, to predict institution-related inputs that are basic to this impact. (11.4, 4)

Educational planners, town planners, and those "planning the deliberate input of economic, social, and human capital into an area" are the intended beneficiaries of his analysis. He notes that he does not cover all the social, economic, and political factors which these planners would have to deal with; instead he selects some of the factors important to community development. Although his examples are mostly small towns in upper New York state, his approach should be quite suggestive for planners in metropolitan areas.

The only obvious lacuna in Laub is the absence of an explicit consideration of the Caffrey-Issacs model for estimating the economic impact of an institution of higher education on its community, (11.2) and the number of studies which have employed that approach. These reports, found in Section 11 of the bibliography, are also very useful for planners, though they do not take as wide a cut across the UUI as does Laub.

While many planners will turn to Laub, Caffrey-Isaacs, and the book edited by Karl A. Fox mentioned in the introduction (28.15) to find the kind of tools so desperately needed in planning the UUI, especially for building links among university planners, educational planners, and facilities planners, it is important that planners understand that such techniques cannot be separated from particular self-understandings of planning, that these writers have to be analyzed for their implicit theories of the UUI and subjected to the same kind of criticism as was made of the rest of this literature.

FOOTNOTES

[1]Roland Warren. Truth, Love, and Social Change, Chicago, 1971, pp. 149-154.

[2]Richard A. Musgrave. The Theory of Public Finance, New York, 1959, p. 8.

[3]Paul Baran. The Political Economy of Growth, New York, 1957, p. vi. (emphasis in original)

[4]Giambattista Vico. The New Science of Giambattista Vico, Cornell, 1968, p. 61.

[5]Daniel Katz and Robert L. Kahn. The Social Psychology of Organizations, New York: John Wiley and Sons, 1966, Chapter 7.

[6]Katz and Kahn. p. 86.

[7]Talcott Parsons. Structure and Process in Modern Societies, New York, 1960, pp. 63-64.

[8]Katz and Kahn. p. 62.

[9]Peter Bachrach and Morton S. Baratz. Power and Poverty: Theory and Practice, New York, 1970.

[10]Katz and Kahn. p. 64.

[11]Warren. p. 155.

[12]Warren, p. 200.

[13]Malcolm McNair. "Comments on the Conference on Interorganization Models with notes on the Papers of Roland Warren and Berton Kaplan," Chapel Hill, 1971, p. 3. (unpublished)

[14]C. Seipp. "Comparative Analysis of Interorganizational Process in Community Health Planning. A Statement of the Design of a Research Project." Chapel Hill, n.d. (unpaged)

[15]Donald Michael in Maynard Hufschmidt, ed. Regional Planning, New York, 1969, p. 268.

[16]Antonio Gramsci. Selections from the Prison Notebooks, New York, 1972, pp. 3-23.

[17]Ralph Miliband. The State in Capitalist Society, New York, 1969, pp. 181-182.

[18]Edward C. Banfield and James Q. Wilson. City Politics, New York, 1963,p. 30.

[19]Peter H. Rossi and Robert H. Dentler. The Politics of Urban Renewal, New York, 1961, pp. 72-84.

[20]"Review of the Month," Monthly Review, February 1969, p. 13.

[21]Kenneth A. Megill. The New Democratic Theory, New York, 1970, pp. 60-61.

[22]Gunnar Myrdal. Asian Drama, New York, 1968, Vol. III, p. 1883.

[23]Myrdal. pp. 1883-1885.

[24]Myrdal. p. 1883.

[25]Myrdal. pp. 1881-1882.

INTRODUCTION TO BIBLIOGRAPHY

Most of the items for this bibliography were selected from Research in Education, the monthly listing of ERIC acquisitions. These are indicated by a six digit number beginning with ED. Using this number the reader can find a longer abstract of the document and information on its availability from the ERIC Document Reproduction Service. The search covered issues of RIE from 1966 through July 1972. Other items were gathered less systematically, but hopefully no important books have been omitted. A number of articles appearing in academic journals have probably been missed, and the paucity of entries in Section 13, on what the university can do about the environment, reflects more upon our search methods than upon the literature in this area. Despite its size, then, this collection is not exhaustive.

The annotations are based upon a reading of either the original document or the ERIC abstract. Where an item is discussed in the review essay, it has been marked with an asterisk (*).

PART I. INSTITUTIONS OF HIGHER EDUCATION

1. Historical Development of Higher Education in America

1.1 Bailyn, Bernard. Education in the Forming of American Society. Chapel Hill: UNC Press, 1960.

1.2 Brubacher, John S. and Pudy, Willis. Higher Education in Transition: A History of American Colleges and Universities, 1636-1968. New York: Harper & Row, 1968, 520pp.

1.3 U. S. Bureau of Higher Education, OE-DHEW. Trends in Post-secondary Education. Washington, D.C.: U. S. Government Printing Office, 1970, ED 054 761.

Relevant papers discuss access to higher education, financial barriers, institutional constraints on educational opportunity.

1.4 Devane, William Clyde. Higher Education in Twentieth Century America. Cambridge, Massachusetts: Harvard University Press, 1965, 211pp.

1.5 Eddy, Edward D. Colleges for Our Land and Time: The Land-Grant Idea in American Education. New York: Harper & Bros., 1958.

1.6 Fawley, Paul C. "The Changing Purposes of Higher Education." Arizona State University, 1971, 7pp.

Traces historical development and purposes of higher education from colonial to contemporary times.

1.7 Handlin, Oscar and Mary F. Handlin. The American College and American Culture: Socialization as a Function of Higher Education. New York: McGraw-Hill, 1970, 104pp.

1.8 Harclebroad, Fred F., et. al. A Study of Historical Background, Current Status, and Future Plans of Developing State Colleges & Universities-Final Report. American Association of State Colleges and Universities. Washington, D.C.: 1969.

Shows general change characteristics, present and developing curricular programs, finance, administrative organization.

1.9 Hodkinson, Harold L. Institutions in Transition: A Study of Change in Higher Education. Berkeley: Carnegie Commission on the Future of Higher Education, 1970, 169pp. ED 043 282

Part I. Longitudinal analysis of institutional characteristics, such as
1. Type of institutional control,
2. Level of degree offered,
3. Type of program offered,
4. Sexual composition of student body,
5. Student enrollment.
Part II. Discusses the questionnaire, methodology, representativeness.

*1.10 Jencks, Christopher and David Riesman. The Academic Revolution. Garden City, New York: Doubleday & Co., 1968, 580pp.

Traces development and rise to power of professional academics. Explores implications for society. Important for those who view question of the university in the city as one of social class and social power.

1.11 Kolbe, Parke Rexford. Urban Influences on Higher Education in England and the United States. New York: Macmillan, 1928, 254pp.

1.12 Kreytbosch, Carlos and Sheldon Messinger, eds. The State of the University. Beverly Hills: Sage Publications, 1970.

1.13 Mayhew, Lewis B. Higher Education in the Revolutionary Decades. Berkeley: McCutcheon Press, 1967.

1.14 Parsons, Kermit C. "Universities and Cities, the Terms of the Truce Between Them," The Journal of Higher Education, 34:4, April 1963, 205-216.

1.15 _____. "A Truce in the War Between Universities and Cities," The Journal of Higher Education, 34:1, January 1963, 16-28.

1.16. Perkins, James A. The University in Transition. Princeton: Princeton University Press, 1966, 89pp.

*1.17 Veysey, Laurence R. The Emergence of the American University. Chicago: The University of Chicago Press, 1965, 505pp.

1.18 White, Morton and Lucia. The Intellectual Versus the City. Cambridge, Massachusetts: Harvard University Press and the MIT Press, 1962.

Examines anti-urban attitudes of leading American intellectuals from past to present.

Cross-references: 6.43, 7.51, 9.5, 9.8, 25-29

## 2. Political Economy of Higher Education

2.1 Abrahams, L. and L. Schweppe. A Limited Study of the Status of State Support of Private Higher Education. Washington: Academy for Educational Development, Inc., 1970, 88pp.

2.2 ACIR. "Federalism and the Academic Community: A Brief Survey." Washington, D.C.: Advisory Commission on Intergovernmental Relations, 1969.

Questionnaires sent out to examine treatment of state and local government and intergovernmental relations by university political science departments. Results indicate this area given poor treatment.

2.3 Allen, James E. "Federalism in Education - Role of Federal Government." Denver: Education Commission of States, 1969, ED 031 797.

2.4 American Council on Education. "The Federal Investment in Higher Education: The Need for a Sustained Commitment." Washington, D.C.: ACE, 1967. ED 016 447.

2.5 Astin, Alexander and John L. Holland. "The Distribution of Wealth in Higher Education," College and University, Winter 1962, 113-25.

*2.6 Bebout, John E. Teaching and Research, Their Influence on Social Change. Boston: Center for the Study of Liberal Education for Adults, 1967. ED 011 366.

Social change primarily generated by teaching and research. University is key to society's ability to handle its problems. Therefore, preserve its independence. Values and policy should provide framework for study and research.

2.7 Beck, Carlton E., et al. Education for Relevance: The Schools and Social Change. Boston: Houghton Mifflin, 1968, 260pp.

2.8 Benet, James. "The California Regents: Window on the Ruling Class." Change, February 1972, 22-27.

Discusses socio-economic class of regents and whether their class interests interfere with their function of representing interests of whole community and whether they live up to "the professed principles of American democracy."

2.9 Blaug, Mark, ed. The Economics of Education. Baltimore: Penguin, 1968.

Contains many basic pieces on theory and methodology.

2.10 Bowen, H. R. The Finance of Higher Education. Berkeley, California: Carnegie Commission on the Future of Higher Education, 1968.

Deals with financing students and institutions.

2.11 Bowen, W. G. The Economics of the Major Private Universities. Berkeley: Carnegie Commission on the Future of Higher Education, 1968.

2.12 _____. "Commentary: How Should Higher Education Be Financed?" Washington, D.C.: American Association for Higher Education, 1970. ED 038 086

Criticism of "Finance and Aims of American Higher Education" by Howard R. Bowen. "Free Education" inconsistent with notions of equity. More equitable policy-high tuition for those who can afford it and substantial aid to those who can't.

2.13 Bowman, Mary Jean. "The Land-Grant Colleges and Universities in Human Resource Development," Journal of Economic History, 22, 1962, 523-46.

Applicable to "urban grant" discussion.

2.14 Boyd, Robert D., ed. Beyond the Four Walls: Adult Educators as Urban Charge Agents. Madison: Bookstore, University Extension, University of Wisconsin, 1969. ED 029 232

10 papers discussing: changes in perspective in urban extension, links between non professional and professional workers, political issues, commitment, change agent traits, finances, present service-teaching mix, communication.

2.15 Brubacher, John S. The Courts and Higher Education. San Francisco: Jossey-Bass, 1971, 150pp.

2.16 Byrnes, James C. "On the Growth and Financing of Post-Secondary Education: Who Pays, Student or Taxpayer?" Syracuse: Syracuse University Corporation, April 1971, 12pp. ED 052 706

2.17 Callahan, Raymond. Education and the Cult of Efficiency. Chicago: University of Chicago Press, 1962.

*2.18 Campbell, Alan K. Politics of University Involvement in Social Change. Boston: Center for the Study of Liberal Education for Adults, 1967. ED 011 365

Different perspectives often lead to tension when university gets involved in political sphere. Sources may be lack of understanding of social change, ideologies, and structure of power and decision-making.

2.19 Caplow, Theodore and Reece J. McGee. The Academic Marketplace. New York: Basic Books Publishers, 1959.

2.20 Carnoy, Martin, ed. Schooling in a Corporate Society: The Political Economy of Education in America. New York: David McKay Co., 1972, 303pp.

A series of essays on social mobility, equal opportunity in the labor market, equal opportunity in education, and alternatives for changing the structure of schools. The general thrust is that the schools serve as instruments to preserve the prevailing economic and social structure of society by socializing children for their future roles in that society.

2.21 Cartter, Allan M., et al. The Economics of Higher Education. New York: College Entrance Examination Board, May 1967. ED 017 954

2.22 Center for Agricultural and Economic Development. Role of the Universities in Social Innovation. Report of a seminar on the University and the Transformation of Social and Political Institutions. ED 030 804

What role for land grant universities in urban society? Topics include: information requirements, necessities for university to meet challenge, constraints, public involvement, role of resource vs. that of activist, emphasis on human resources, community as client.

2.23 Center for Research and Development in Higher Education, Proceedings of the 10th Annual College and University Self-Study Institute. Conference on the College and University as Agents of Social Change. Berkeley: 1968. ED 025 222

Conference questions: What happens to administrator who takes partisan stance? or stays out of fray? What administrative response? What guidelines for action? What likely situations? internal/external consequences? What future role for university as primary change agent?

2.24 Chambers, M. M. "Appropriations of State Tax Funds for Operating Expenses of Higher Education, 1970-71." Washington: National Association of State Universities and Land Grant Colleges, October 1970, 34pp.

2.25 Cheit, E. The New Depression in Higher Education. Berkeley: Carnegie Commission on the Future of Higher Education, 1971.

2.26 Colberg, Marshall R. Human Capital in Southern Development, 1939-1963. Chapel Hill: University of North Carolina Press, 1965.

2.27 College Entrance Examination Board. Economics of Higher Education. New York: 1967. ED 032 027

2.28 Counts, George S. Dare the Schools Build New Social Order? New York: John Day Company, 1932.

2.29 Daniere, Andre. Higher Education in the American Economy. New York: Random House, 1964.

2.30 Department of Health, Education, and Welfare. Toward a Long Range Plan for Federal Financial Support for Higher Education. A Report to the President. Washington, D.C.: U. S. Government Printing Office, 1969.

*2.31 Department of Health, Education, and Welfare. Report on Higher Education. Washington, D.C.: U. S. Government Printing Office, 1971, 136pp. ED 049 718

Analysis of current state of higher education for purpose of deciding where to go from here.

2.32 Dunham, E. Alden. Colleges of the Forgotten Americans: A Profile of State Colleges and Regional Universities. Carnegie Commission. New York: McGraw-Hill, 1969.

2.33 Education Commission of the States. Higher Education in the States, 2:4, May 1971, 28pp. ED 052 753

Legal composition of state agencies governing higher education. Tables comparing state tax funds spent in higher education.

2.34 Elam, Stanley and Michael H. Moskow, ed. Employment Relations in Higher Education. Bloomington, Indiana: Phi Delta Kappa, 1969. ED 040 695

2.35 Etzioni, Amitai and Murray Milner. "Higher Education in an Active Society. A Policy Study. Final Report." Washington, D.C.: Bureau of Social Science Research, Inc., 1970. ED 040 695

Part I - Effects of federal aid to higher education on class, racial and opportunity inequality, social mobility and degree distribution,

Part II - Strategy of cross commitment to (1) year of national service (2) greater protection of teaching from research, (3) balance between technical and liberal arts education,

Part III - Relationship among (1) selectivity (2) standards (3) measures to advance opportunity, equality, (4) organizational structure of colleges and universities,

Part IV - Measures for increasing separation of teaching from research. Discusses distributional effects of federal aid and policy issues involved in balancing teaching, research and service.

2.36 _____. Towards Higher Education in an Active Society: Three Policy Guidelines. New York: Center for Policy Research, June 1970, 152pp. ED 047 618

2.37 Eulau, Heinz and Harold Quinley. State Officials and Higher Education: A Survey of the Opinions and Expectations of Policy Makers in Nine States. Carnegie Commission. New York: McGraw-Hill, 1970.

2.38 Federal Interagency Committee on Education. Federal Agencies and Black Colleges; Fiscal Year 1969, Revised. Washington: Federal Interagency Committee on Education, January 1971, 56pp. ED 047 634

Contrasts support given to white and black institutions.

*2.39 Fitzpatrick, Joseph P. "How Should Higher Education Function as a Social Critic?" Paper presented at American Association for Higher Education's 24th National Conference on Higher Education, Chicago, Illinois, March 1969. ED 028 712

*2.40 Friedman, Milton. Capitalism and Freedom. Chicago: University of Chicago Press, 1962.

Chapter on "Government and Education" presents neo-classical economist's arguments for market mechanisms in production and distribution of higher education and professional training.

2.41 _____, and Simon Kuznets. Income from Independent Professional Practice. New York: National Bureau of Economic Research, 1945.

*2.42 Galbraith, John Kenneth. The New Industrial State. New York: Signet, 1967.

Describes importance of university to expanding economy. Asserts possibility of social reform initiated by "educational and scientific estate," 418pp.

*2.43 Gintis, Herbert. "Towards a Political Economy of Education: A Radical Critique of Ivan Illich's Deschooling Society." Harvard Education Review, 42:1, February 1972, 70-96.

Offers arguments against strategy of social change based on changing educational institutions. Discusses immediate political strategies of educational reform.

*2.44 _____. "New Working Class and Revolutionary Youth." Review of Radical Political Economics, Summer 1970.

Argues that higher education produces a class which rejects its values and may provide force for social change in advanced industrial countries.

2.45 Glenny, Lyman A. "State Government and Control of Higher Education." Paper at American Education Research Association, February 4-7, 1971, 12pp. ED 047 390

Presents outline of model comprehending universe of post-secondary education.

2.46 Greeley, Andrew M. "Intellectuals as an 'Ethnic Group'." New York Times Magazine, July 12, 1970.

Criteria for defining membership in intellectual elite.

2.47 Green, Edith. "The Educational Entrepreneur-A Portrait." The Public Interest, Summer 1972.

Discusses "Education-Poverty-Industrial Complex."

2.48 Hansen, W. Lee and Burton A. Weisbrod. Benefits, Costs, and Finance of Public Higher Education. Chicago: Markham Publishing Co., 1969.

Examines hypothesis that institutions of higher education redistribute income from poor to rich, even when system appears equalizing.

2.49 Harris, Seymour E. and Alan Levensohn, eds. Education and Public Policy. Berkeley: McCutchan Publishing Corp., 1965, 347pp.

2.50 "The Nature and Purpose of the University; A Discussion Memorandum Interim Report." Cambridge, Massachusetts: Harvard University, 1971, 18pp. ED 048 818

*2.51 Horowitz, David. The Universities and the Ruling Class. San Francisco: Bay Area Radical Education Project, 1969. (Pamphlet reprint of two articles from May and August 1969 issues of Ramparts). 17pp.

Disputes "pluralist" interpretation of the role of the universities. Argues that "corporate ruling class" controls universities.

2.52 Hudgins, G. and I. Phillips. People's Colleges in Trouble: A Financial Profile of the Nation's State Universities and Land-Grant Colleges. Washington, D.C.: NASULGC, 1971, 30pp. ED 052 733

*2.53 Illich, Ivan. Deschooling Society. New York: Harper & Row, 1971.

Or see his article "Schooling: The Ritual of Progress." New York Review of Books, December 3, 1970, pp. 20-26, where he argues that university performs role of keeping, institutionalizing and reproducing social myths.

2.54 Joint Economic Committee. The Economics of Federal Subsidy Programs. Part 4-Higher Education and Manpower Subsidies. Washington, D.C.: U. S. Government Printing Office, 1972.

"Federal Aid to Higher Education: An Analysis of Federal Subsidies to Undergraduate Education," by David S. Mundel, attempts to develop framework for policy-making for higher education based on criteria of appropriateness and effectiveness. Appropriate with respect to social goals, effective in terms of influencing behavior. These criteria indicate policy of subsidizing lower and moderate income youth.

"Higher Education Subsidies: An Analysis of Selected Programs in Current Legislation," by Robert W. Hartman, examines Basic Educational Opportunity Grants, State Scholarship Incentive Program, Institutional Assistance, Insured Loan Provisions of HEA 1972, especially in terms of horizontal equity and economic efficiency.

2.55 Joint Economic Committee. The Economics and Financing of Higher Education in the U.S. A compendium of papers submitted to the Joint Economic Committee, Congress of the U.S. Washington, D.C.: U. S. Government Printing Office, 1969, 681pp.

Overview of basic issues in the economics of higher education.

*2.56 Katz, Michael B. Class Bureaucracy and Schools: The Illusion of Educational Change in America. New York: Praeger, 1971.

*2.57 Kerr, Clark. The Uses of the University. Cambridge, Massachusetts: Harvard University Press, 1963, 140pp.

Seminal.

2.58 Kerr, Clark, et. al. "The University in America." Santa Barbara: Center for the Study of Democratic Institutions, 1967, 44pp.

Collection of opinions by 'big names'.

*2.59 Lasch, Christopher and Eugene Genovese. "The Education and the University We Need Now." New York Review of Books, October 9, 1969, 21-27.

Summarizes leftist criticisms of current social role of university. Discusses strategies for changing role of university and problems of university in social change.

2.60 Levin, Henry M., Jack W. Csman. "Alternative Methods of State Support for Independent Higher Education in California Phase III of a Study of State Aid to Private Higher Education." Sacramento: California Coordinating Council for Higher Education, 1970.

2.61 McConnell, T. R. The University and the State - A Comparative Study. Berkeley: University of California, 1966.

Discusses nature and manner of outside pressures. Offers suggestions including one that institutions choose which social needs they will address.

2.62 McFarlane, William H. and Charles L. Wheeler. Legal and Political Issues of State Aid for Private Higher Education. Atlanta: SREB, 1971, 79pp. ED 052 696

2.63 McGrath, Earl J. The Liberal Arts College and the Emergent Caste System. New York: Teachers College Press, Columbia University, Institute of Higher Education, 1966, 69pp.

2.64 Mallan, John P. "Current Proposals for Federal Aid to Higher Education: Some Political Implications." Washington, D.C.: American Association of Junior Colleges, 1970, 25pp.

A conference paper.

2.65 Mallan, John T. and Frank Creason. "Supervision-Education as a Vehicle for Social Change." Columbus: Ohio State University, 1967. ED 011 473

Views education as type of manipulation, affecting behaviors with social consequences, thus justifying public expenditures.

2.66 Miller, Delbert. "Town and Gown: The Power Structure of a University Town." American Journal of Sociology, 68:4, January 1963, 432-443.

2.67 Milner, Murray. Effects of Federal Aid to Higher Education on Social and Educational Inequality. New York: Center for Policy Research, June 1970, 230pp. ED 046 363

Examines the effects of federal aid to higher education on 1) class inequality, 2) racial inequality, 3) inequality of opportunity, 4) social mobility, 5) distribution of degrees.

2.68 Minter, W. John, ed. Campus and Capitol: Higher Education and the State. Boulder, Colorado: Western Interstate Commission for Higher Education, 1966. ED 025 009

Seven papers and annotated bibliography: including university and state government, institutional identity, politics, federal aid, resource allocation.

2.69 Moos, Malcom C. and Francis E. Rourke. The Campus and the State. Baltimore: Johns Hopkins Press, 1959, 414pp.

2.70 Mushkin, Selma, ed. Economics of Higher Education. (DHEW-OE 50027) Bulletin No. 5, Washington, D.C.: U. S. Government Printing Office, 1962.

2.71 National Association of Manufacturers. Higher Education: NAM Public Policy Report. New York: National Association for Manufacturers, July 1971, 16pp.

Price of higher education should conform to costs. Calls for aid to those unable to pay price and for deferred tuition.

2.72 National Association of State Universities and Land Grant Colleges. Higher Education and Public Purposes. Washington, D.C.: NASULGC, 1969. ED 034 509

Calls on universities, professional societies and educational associations to:
1) Analyze social needs to find their roles in society;
2) determine for themselves the most effective set of social goals;
3) define general areas best suited for federal activity;
4) strengthen institutions through planning.

2.73 New York State Education Department. "The Voucher System and Higher Education in New York State." Albany: 1970, 33pp. ED 048 829

2.74 O'Connor, James. "The University and the Political Economy." Leviathan, March 1969.

Argues that institutions of higher education and their outputs have become central in government intervention into economy.

2.75 Orwig, M. D., ed. Financing Higher Education: Alternatives for the Federal Government. Iowa City: American College Testing Program, 1971, 390pp. ED 050 688

2.76 Pechman, Joseph. "The Distributional Effects of Public Higher Education." Journal of Human Resources, Summer 1970.

2.77 Phay, Robert E. North Carolina Constitutional and Statutory Provisions with Respect to Higher Education. Chapel Hill: Institute of Government, 1972, 181pp.

2.78 Richardson, Elliot L. "Toward A Federal Policy for Higher Education," Washington, D.C.: HEW, 1970, 16pp. ED 049 675

States that financial problems are most important and gives four principles guiding the federal government in dealing with them:

1. equalizing opportunity for all Americans to receive a higher education;
2. support for diversity in higher education;
3. enhancement of the independence of colleges and universities;
4. national needs for skills produced by higher education determine allocation of federal resources.

*2.79 Ridgeway, James. The Closed Corporation: American Universities in Crisis. New York: Random House, 1968, 273pp.

Muckraking expose of university ties and service to military-industrial complex.

2.80 Ritterbush, Philip C., ed. Talent Waste: How Institutions of Learning Misdirect Human Resources. Washington, D.C.: Acropolis Books, Ltd., 1972.

Collection of papers on the production of human resources by institutions of higher education for a market economy.

2.81 Salem College. 200th Anniversary Conference on Education. Winston-Salem, North Carolina: The Authors, 1972, 56pp.

2.82 Sanders, John L. "Analysis of An Act to Consolidate the Institutions of Higher Learning in North Carolina. Sessron Laws of 1971. Chapter 1244." Chapel Hill: Institute of Government, 1971, 28pp.

2.83 Schwartz, Edward. "The Cool Schools." Change, February 1972, 28-33.

Discusses problems of changing society through counter-institutions like radicalized universities.

2.84 Shirley, John W. Educational Imperatives in a Changing Culture. Philadelphia: University of Pennsylvania Press, 1967.

First chapter (ED 017 074) deals with university-government cooperation. Traces source of conflict to unclear goals.

2.85 Siegel, Barry N. "Towards A Theory of the Educational Firm." Paper presented to the annual meeting of the Western Economic Association, Berkeley, California, August 1966.

2.86 Southern Regional Education Board. Financing Higher Education. Atlanta: Southern Regional Education Board, 1966. ED 045 022

2.87 Southern Regional Education Board. Summary of State Legislation Affecting Higher Education in The South, 1970. Atlanta: Southern Regional Education Board, 1970, 44pp. ED 044 085

2.88 Southern Regional Education Board Proceedings. A Symposium on Financing Higher Education. Atlanta, Georgia: Southern Regional Education Board, 1969. ED 038 943

2.89 Tax Foundation, Inc. Public Financing of Higher Education. New York: Tax Foundation, Inc., 1966. ED 043 309

2.90 Thomas, A.V.W. and A. J. Thomas, Jr. "Private Higher Education and the Constitutions; Constitutionality of State Aid to Private Higher Education." Austin: Texas College and University System, January 1969, 19pp. ED 046 354

2.91 Trow, Martin A. "Preliminary Findings From National Surveys of American Higher Education," Berkeley: Carnegie Commission, January 1971, 32pp. ED 048 823

Student and faculty attitudes.
Improving undergrad education.
Political attitudes and disruption.
Governance/student participation.

2.92 Usdan, Michael D., et. al. Education and State Politics. New York: Teachers College Press, 1969. ED 029 391

Survey of twelve of fifteen most populous states indicates open conflict near between different education levels over allocation of resources, post-secondary education, teacher training, trend towards conflict needs to be headed off by statewide coordination.

*2.93 Veblen, Thorstein. The Higher Learning in America. New York: Hill & Wang, 1965.

2.94 Wattenbarger, J. L. and S. V. Martorna. The Laws Relating to Higher Education in the Fifty States: January 1965 - December 1967. Los Angeles: UCLA ERIC Clearinghouse, October 1970, 36pp. ED 044 097

Summary for each state.
Patterns: Community junior colleges separate entities; legislative approval of new institutions; many states have state-level coordinated agencies; concern growing about scholarship funds; some separate vocational-technical schools.

2.95 Weimer, Arthur M., ed. "Conference on the Role of the University in Economic Growth." Bloomington, Indiana: Bureau of Business Research, Graduate School of Business, Indiana University, 1966, 39pp.

2.96 WICHE. Summary of State Legislation Affecting Higher Education in the West: 1970. Boulder: WICHE, September 1970, 57pp. ED 044 094

Interpretive summaries of legislative actions.

2.97 Zurcher, Louis A. & Charles M. Bonjeans, ed. Planned Social Intervention: An Interdisciplinary Anthology. Scranton, Pennsylvania: Chandler Publishing Company, 1970. ED 057 291

(Thirty articles also appeared in Social Science Quarterly, December 1969). Topics include: role of social scientist in social intervention, policy, planning, criticism, program evaluation. Methodological issues.

Cross-references: 3.15, 3.16, 3.20, 5.2, 5.10, 6.2, 6.37, 7.1, 7.6, 7.23, 7.28, 7.33, 7.34, 7.37, 7.42, 8.2, 12.6, 16.13, 16.15, Sections 17-19, 23.32, 23.33, 25.5, 25.14, 25.16, 25.22, 25.29, 25.30, 28.2, 28.21, 28.25, 29.17, Section 30, 35.19, 35.37, 35.38.

## 3. Internal Governance and Policy Formation

3.1 Abram, Morris B. The University in Crisis. New York: College Entrance Examination Board, 1969. ED 037 180

Argues for social involvement without idealogical bent as a response to student unrest.

3.2 Adelson, Marvin, et. al. "A Pilot Center for Educational Policy Research. Final Report - Parts I & II." Santa Monica, California: System Development Corporation, 1968. ED 014 622 & 623.

3.3 American Academy of Arts and Sciences. The Assembly on University Goals and Governance. A First Report. Boston: The Authors, 1971, 51pp. ED 048 830

3.4 Anderson, James G. Bureaucracy in Education. Baltimore, Maryland: The Johns Hopkins Press, 1968, 217pp. ED 030 951

*3.5 Baldridge, J. Victor. "Models of University Governance: Bureaucratic, Collegial, and Political." School of Education, Stanford University, 1971. ED 060 825

Criticizes dominant bureaucratic and collegial models. Offers political model instead, emphasizing complex social structure, power pressure, legislative and executive stages. Empirically tested at NYU, Portland State, and Stanford. Expanded version: Academic Governance: Research on Institutional Politics and Decicion-Making. Berkeley, California: McCutchan Publishing Corporation, 1971.

3.6 _____. Power and Conflict in the University. New York: Wiley, 1971.

3.7 Brubacher, John S. Bases for Policy in Higher Education. New York: McGraw-Hill, 1965, 144pp.

3.8 Chambers, M. M. "Trends among the States in Governance and Coordination of Higher Education." Illinois State University, Department of Education Administration, May 1971, 18pp. ED 052 683

Warns that centralization represents grab for power. Argues against hierarchy as model of organization.

3.9 Conant, James B. Shaping Educational Policy. New York: McGraw-Hill, 1964, 139pp.

3.10 Corson, John Jay. Governance of Colleges and Universities. New York: McGraw-Hill, 1960, 209pp.

3.11 (no listing)

3.12 The Board of Trustees. "Interim Report of the Commission on University Governance." Durham, North Carolina: Duke University, 1970. ED 040 655

Includes discussion of board/university/community relations.

3.13 Fisher, Ben C. "Duties and Responsibilities of College and University Trustees." Raleigh: North Carolina Board of Higher Education, 1969. ED 038 095

Deals with 1) role of finance, long range planning, etc.; 2) general financial and academic responsibilities; 3) responsibility to faculty, administration, students; 4) special responsibilities to public institutions; 5) control, lines of authority, legal and legislative authority relations.

3.14 Glenny, Lyman A. "The Anonymous Leaders of Higher Education." Berkeley: Center for Research and Development in Higher Education, 1971, 27pp. ED 057 730

Presidents and governing boards do not always exercise actual control.

*3.15 Goodman, Paul. The Community of Scholars. New York: Random House, 1962.

3.16 Graham, John B. "An Account of the Events Surrounding the Development of Regulations on 'Disruption' by the Trustees of the University of North Carolina." Chapel Hill: The Author, no date, (1969 or 1970), mimeo, 12pp.

3.17 Gross, Edward and Paul V. Grambsch. University Goals and Academic Power. Washington, D.C.: American Council on Education, 1968. ED 014 127

A study of administrator and faculty perception of university goals; based on questionnaire survey.

3.18 Hartnett, Rodney T. The New College Trustee: Some Predictions for the 1970's. A Research Consideration of Some of the Possible Outcomes of Greater Diversity on College Governing Boards. Princeton: Education Testing Service, 1970, 84pp. ED 045 013

Negroes, women, young people on boards of trustees. Concludes that continued increases of these people on college governing boards will probably tend to have a liberalizing influence on the overall orientation of most boards. Data gathered from 1969 survey of over 5000 trustees.

3.19 Ikenberry, Stanley O. "Roles and Structures for Participation in Higher Education Governance: A Rationale." University Park, Pennsylvania: Penn. State University, August 1970, 14pp. ED 045 023

Considers some issues of structural change: absence of widely shared understanding about the meaning and purpose of the institution, weakening of forces of tradition, goals and values diffuse, question of jurisdiction, problem of autonomy of authority vs. shared influence, and centralization vs. dissent.

3.20 Jennings, Robert E. and M. M. Milstein. Educational Policy Making in New York State with Emphasis on the Role of the State Legislature. Final Report. Buffalo: SUNY, December 1970, 300pp. ED 052 544

Legislators and interest group leaders have different perceptions of locus of power.

3.21 Knowles, Asa S., ed. Handbook of College and University Administration. New York: McGraw-Hill, 1970, 2v.

3.22 Kugler, Israel. Higher Education and Professional Unionism. Washington, D.C.: American Federation of Teachers, no date, unpaged.

3.23 Lee, Eugene C. and Frank M. Bowen. The Multicampus University: A Study of Academic Governance. New York: McGraw-Hill, 1971.

3.24 Lieberman, Myron. "Professors, Unite!" Harper's Magazine, 243:1457, October 1971, 61-70.

Unionization of acadmics.

3.25 _____. Representational Systems in Higher Education. Washington, D.C.: National Education Association, Division of Higher Education, 1968, 7pp.

3.26 McConnell, T. R. "The Redistribution of Power in Higher Education: Changing Patterns of Internal Governance." Berkeley: University of California Center for Research and Development in Higher Education, 1971, 73pp. ED 048 842

Discusses shifts in university priorities, civil authorities, governing boards, faculty unionism, and academic senates.

3.27 _____ and Kenneth P. Mortimer. The Faculty in University Governance. Berkeley: University of California, Center for Research and Development in Higher Education, 206pp. ED 050 703

Presents general political model of decision making based on case studies. Topics include: faculty oligarchies, who rules and how, faculty-administration and faculty-trustee relationships, external constraints on decision-making, decentralization of decision-making, administrative leadership and style, principle of representative government.

3.28 Millett, John. The Academic Community. New York: McGraw-Hill, 1962.

3.29 Moses, Stanley. "Towards a New Conceptual Framework for Ed. Power." Paper at American Society for Public Administration Annual Meeting, April 18, 1970, 33pp. ED 048 634

Advocates new approaches which offer opportunities for learning and personal development outside of the traditional K-16 sequence.

3.30 Nabrit, Samuel M. and Julius S. Scott, Jr. Inventory of Academic Leadership: An Analysis of the Boards of Trustees of 50 Predominantly Negro Institutions. Atlanta, Georgia: Southern Fellowships Fund, 1970. ED 040 664

Describes structures and methods used by boards in dealing with problems peculiar to their institutions. Tried to identify: chief characteristics of governance personnel, perception of tasks and responsibilities as trustees, priorities, role functions.

3.31 National Association of State Universities and Land Grant Colleges. "Statement on Student-Faculty-Administrative Relationships." Washington, D.C.: The Authors, 1969. ED 033 675

Discusses implications and obstacles to changes in governance. Three models of college/university government (academic community, independent constituency, city council).

3.32 Board of Governors, The University of North Carolina. The Code, July 1972, 34pp.

3.33 Board of Governors, The University of North Carolina. "Delegations of Duty and Authority to Boards of Trustees." 1972, mimeo, 8pp.

3.34 Ohm, Robert E. "Organizational Goals--A Systems Approach." Indiana University: National Conference of Professors of Educational Administration, 1966. ED 010 710

View of goals as undefined "givens" changed to one of goals as intrinsic functions in the administrative process. Goals and constraints shape decisions and have an identifiable function in system.

3.35 Pollitt, Daniel H. "The University of North Carolina 'Disruption' Program in Action: A Case Study and Some Concerns." Chapel Hill: The Author, May 1970, mimeo 8pp.

3.36 The President's Task Force on Higher Education. "Priorities in Higher Education." Washington, D.C.: August 1970, 40pp. ED 045 010

Three priority levels: immediate, continuing, institutional.

3.37 Rafky, David M. Race Relations in Higher Education. Syracuse, New York: Syracuse University, 1972. ED 060 773

Focus on black faculty in mixed schools. Based on national survey. Multivariate and anthropological analyses. Raw data.

3.38 Rosser, James M. "Higher Education and the Black American." Lawrence, Kansas: University of Kansas, 1971. ED 061 401

Problems for black person of self-concept, identity. Need for higher education to stress quality, human outcomes rather than products, capacity for decision.

3.39 Rourke, Francis E. and Glenn E. Brooks. The Managerial Revolution in Higher Education. Baltimore: Johns Hopkins Press, 1966, 184pp.

3.40 Stoke, Harold W. "Viewpoints for the Study of the Administration of Higher Education." Eugene: University of Oregon, 1966. ED 013 482

3.41 Stroup, Herbert. Bureaucracy in Higher Education. New York: The Free Press, 1966.

3.42 Susman, Warren I. "Is Increased Participation in Decision Making Enough?" Washington, D.C.: American Association for Higher Education, 1970. ED 039 847

Recommends looking beyond students to community needs.

3.43 Williams, Robert Lewis. The Administration of Academic Affairs in Higher Education. Ann Arbor: University of Michigan Press, 1965, 182pp.

Cross-references: 2.34, 2.90, 4.12, 7.13, 8.1, 8.5, 25.25, 29.57, Section 32, 35.17, 35.39

## 4. Views of the Future

4.1 Allen, James E., Jr. "Higher Education--A View from Washington." Washington, D.C.: American Council on Education, 1969. ED 033 674

4.2 Caffrey, John G. Alternative Models for Higher Education. Washington, D.C.: American Association for Higher Education, 1970. ED 039 856

Proposed Models: 1) experimental model-city as university, 2) university "relevance," 3) education for leisure, 4) shelter, 5) producer of workers, 6) training group survival school, 7) self-service supermarket with an inspection station at end, 8) factory.

*4.3 _____, ed. The Future Academic Community. Washington, D.C.: American Council on Education, 1969, 327pp.

Includes "The University and the Cities," by John W. Gardner and "Cities in Crisis and the University," by Constantinos A. Doxiadis.

4.4 Carlson, William S. The Municipal University. Washington, D.C.: Center for Applied Research in Education, 1962, 110pp.

Projects future course of urban higher education on the basis of an analysis of past development and contemporary (1962) trends.

4.5 Eurich, Alvin C. Campus 1980, The Shape of the Future in Higher Education. New York: Academy for Educational Development, 1969.

4.6 Hirsch, Werner et. al. Inventing Education for the Future. Chicago: Science Research Association, 1967. ED 021 450

1) Why changes are needed: longer lives, increased automation, new technology, increased leisure;
2) ways to bring about needed changes: computerized instruction, games, improved planning and forecasting;
3) inhibiting facilitating factors: traditional mobility; social values; attitudes of legislators, teachers and parents.

4.7 Morphet, Edgar L. and Charles O. Ryan. Designing Education for the Future No. 1. Prospective Changes in Society by 1980. New York: Citation Press, 1967. ED 022 576

Projections in areas of natural resources, population, medical sciences, economy, governmental and non-governmental political organizations, urban and metropolitan development, industrial relations, communications, transportation, technology, information systems, humanities.

4.8 _____ and _____, eds. Designing Education for the Future No. 2. Implications for Education of Prospective Changes in Society. New York: Citation Press, 1967.

Chapters by Medsker, Harrington, Reller and Corbally treat higher education.

4.9 President's Committee on the Future University of Massachusetts. Report. Boston: University of Massachusetts, 1971, 127pp.

4.10 SREB. "Higher Education for the Future: Reform or More of the Same?" Atlanta: The Authors, 1971. ED 056 640

Conference proceedings dealing with higher education and manpower needs, accessibility, national service, costs, etc.

4.11 _____. The Future South and Higher Education. Atlanta: Southern Regional Education Board, 1968, 157pp.

4.12 Stanford Research Institute. "Alternative Futures and Educational Policy." Menlo Park, California: Educational Policy Research Center, 1970. ED 038 358

Summarizes alternative futures. Analyses implications for educational policy. Six major tasks: attack global problems, control technology, alter values and views, establish goals, fulfill subgroup demands, educate for future contingencies.

Cross-references: 6.15, 23.19, 25.32

## 5. Community Colleges

5.1 Adkins, Winthrop P. et. al. "One Institution: Six Alternatives." Junior College Research Review, 5:9, May 1971, 16pp. ED 048 857

Six alternatives to current patterns in the community college.

5.2 Bromley, Ann, ed. A Day at Santa Fe: A Discussion on the Major Issues Confronting America's Junior Colleges. Gainesville: University of Florida, 1971, 189pp. ED 049 730

Lectures on junior college as change agent, "open door," fees and access, planning, student needs.

5.3 California State Coordinating Council for Higher Education. A Consideration of Issues Affecting California Public Junior Colleges. San Francisco: The Authors, 1965.

5.4 Carnegie Commission. The Open-Door Colleges: Policies for Community Colleges. Berkeley: Carnegie Commission on Higher Education, June 1970, 74pp. ED 048 846

5.5 Education Commission of the States. "Community and Junior Colleges in Perspective." Denver: Education Commission of the States, April 1971, 4pp. ED 050 698

5.6 Gleazer, Edmund J., Jr. This is the Community College. Boston: Houghton Mifflin Co., 1968. ED 026 063

Overview of community colleges: context, definition, opportunities for terminal students, responsibility to community, teaching, administration.

5.7 Hickman, Marmette and Gustave R. Lieske. "Current Status of Community College Organization, Control, and Support." 1969. ED 032 041

Concludes that slowdown occuring in rate of increase in number of junior colleges, that patterns of coordination and control changing, and that relative number of two-year technical schools increasing.

5.8 Jensen, Arthur M. "Urban Community Colleges Go Multicampus." Junior College Journal, 36:3, November 1965, 9pp. ED 011 768

Discusses relative advantages, degrees of autonomy and efficiency of three patterns: multi-college, multi-branch, multi-program.

5.9 Peterson, Basil H. et. al. "Critical Problems and Needs of California Junior Colleges." ED 011 449

Identifies and ranks most critical problems and needs:
a) instruction,
b) research and development,
c) evaluation,
d) instructional offerings,
e) financing.

5.10 Radner, R. and L. S. Miller. "Resource Requirements for a Universal Two-Year College Program," Demand and Supply in U.S. Higher Education, Carnegie Commission on the Future of Higher Education. Berkeley, California, 1971.

5.11 Read, Betty. "The Community-Junior College." New Mexico: Albuquerque Public Schools, 1969. ED 035 394

Discusses history, principles, and problems.

5.12 Reed, Robert H. The Urban Community College, 1969: A Study of 25 Urban Community College Systems. Houston: Caudill Rowlett Scott, 1969.

Cross-references: Section 8, 18.4, 23.17, 23.24, 32.21, 35.4

PART II. HIGHER EDUCATION IN AND FOR THE CITY

6. General Discussion of University Involvement in Urban Affairs: The Pros and Cons.

6.1 American Council on Education, Office of Urban Affairs. "Guidelines for Institutional Self-Study for Involvement in Urban Affairs." Washington, D.C.: The Authors, May 1971.

Urges need for self-study as well as involvement in the city. Suggests topics to examine: administration, organization, curriculum, faculty interests and skills, community participation, inter-organization, policies, facilities and finances.

*6.2 Birenbaum, William M. Overlive: Power, Poverty and the University. New York: Delacorte Press, 1969, 206pp.

6.3 Birenbaum, William, Colin Greer, Warren Rovetch, and Kevin White. "Confrontation: The Campus and the City," Change, 1, January 1969, 6-19.

6.4 Brownell, B. "Higher Education and the Community: The Identification of Learning with Living," Journal of Higher Education, 30, December 1959, 469-480.

Argues for more involvement in community life.

6.5 Campbell, Duncan. "The University and the Community." Edmonton, Alberta: University of Alberta, 1969. ED 037 606

Discusses roles, demands for services, lifetime learning, public involvement.

6.6 Campbell, Ronald F. "Higher Education and the Demand for Social Action." Washington, D.C.: American Asscciation for Higher Education, 1969. ED 027 852

University must avoid extremes of total withdrawal and becoming community service station. While protecting scholars in some way from community demands, university can provide its members with time for community action and even employ some full time activists for liasion with community. Or start spin-off organizations to get involved in community development and diffusion of knowledge.

6.7 Carnegie Foundation for the Advancement of Teaching. "The University at the Service of Society." New York, New York: 1967.

University cannot avoid the task of developing a public service philosophy. Dangers of over commitment: high costs, slighting of other goals, "loss of the university's reputation for objectivity." One rule of thumb: take on projects flowing from and feeding back into teaching and research.
Possible policies: (1) integrated campus housing (2) haven for dissent (3) project management when no one else can do it (4) focus for leadership in solving urban problems.
Things to avoid: (1) hunting for federal contracts for empire-building (2) self-conception as resource bank of skills on-call (3) taking a long-run responsibility for managing completely external projects. Many kinds of pressure on university to take on more public service activities.

6.8 Commager, Henry. "Is Ivy Necessary?" Saturday Review, September 17, 1960.

6.9 Congdon, Paul U. "Some Possible Responses to Social Needs from Academia." Washington, D.C.: AAHE, March 1971, 7pp. ED 050 674

6.10 Crowe, Lawson. "The University and Society: On Biting the Hand That Feeds Us." Washington, D.C.: Council on Graduate Schools in the U.S., 1969. ED 036 254

Notes "academic" response to demands for university to assume problem-solving, change-agent roles. Public expectation of "social technology" can be met by problem-oriented research.

6.11 Cummings, Thomas Jr., ed. The University in Urban Society. Boston: Center for the Study of Liberal Education for Adults, 1967.

6.12 Deppe, Donald A. and Margo J. Obst, eds. The University in Urban Community Service: Partial Proceedings of a National Seminar. College Park, Maryland: Conferences and Institutes Division, University College, University of Maryland, 1969. ED 029 209.

Conference report sponsored under Title I HEA. Discusses needs of cities, practical aspects of program planning and evaluation.

6.13 Drew, Donald R. The Definition of the Role of the Universities in the Solution of Urban Problems. College Station, Texas: Texas A & M Research Foundation, 1969.

Summary of "white papers" and results of a conference. Title misleading.

6.14 Duhl, Leonard J. "The University and the Urban Condition." Educational Record, Supplement, Summer 1965, 330-334.

6.15 Gardner, John W. "Universities as Designers of the Future." Educational Record, 48, Fall 1967.

6.16 _____. "The University's Role in Urban Affairs." Washington, D.C.: American Council on Education, 1969. Paper for 51st A.C.E. Meeting, 1968. ED 022 421.

Universities have neglected or half-heartedly dealt with cities; reasons, institutional barriers: special interest, ignorance of cities, faculty power and habits limiting off campus involvement, previous priorities; should use teacher and student resources for "urban task forces."
Included in Caffrey, J. The Future Academic Community. (4.3)

6.17 Garth, Donald R. et. al. "The Urban Grant College: A College Without Walls." Los Angeles, California: Ombudsman Foundation, 1969. ED 037 173.

Recommends new educational model using community as laboratory and students to provide service.

6.18 Hester, James M. "The City and the University." Speech given before the San Francisco Planning and Urban Renewal Association, 1968. ED 029 566

University should work to create leadership committed to living in and making city libable. Describes work at NYU as prototype of future urban university - research, physical design, services, professional training, conferences, adult education, cultural events.

6.19 Jackson, Samuel C. "Is the University Superfluous in the Urban Crisis?" Remarks before Annual Meeting of the Council of University Institutes of Urban Affairs, Dallas, Texas, April 17, 1972, 18pp.

6.20 Jacobson, Robert L. "The Role of Higher Education in Solving the Urban Crises," published proceedings of the 1967 Morgan State College Conference on Higher Education and the Challenge of the Urban Crisis.

6.21 Jantsch, Erich. "Integrative Planning for the 'Joint Systems' of Society and Technology - The emerging role of the University." Cambridge, Massachusetts: M.I.T., Sloan School of Management, May 1969, 131pp. ED 029 614

University may need internal restructing to find a place for itself in changing world. It may have to turn to politics and political interaction with government and industry, taking lead in adapting society to new technology. Author suggests some innovations which may pave the way to new role: pilot system laboratories, policy studies centers, new teaching and research areas joining technology and policy.

6.22 Jaspers, Karl. The Idea of the University. Edited by Karl W. Deutsch. Translated by H.A.T. Reiche and H. F. Vanderschmidt. Boston: Beacon Press, 1959, 135pp.

*6.23 Johnson, Byron. "The Vitality of a City: Challenge to Higher Education; Challenge to Education: A New Approach." San Francisco: California University Medical Center, 1967. ED 024 346

U.S. system followed European model of separation from city, also had primarily rural concern. Recommends university form interdisciplinary teams to deal with particular problems.

6.24 Jones, Stanley L. "Inner City: The University's Challenge," Journal of Cooperative Extension, 6, Fall 1968, 155-163.

Urges university to stop inculcating mistrust of the city, create urban affairs programs, train teachers for the inner city, and research causes and solutions to urban problems.

*6.25 Kerr, Clark. "The Urban-Grant University: A Model for the Future." New York: CUNY, 1968. ED 025 198

Universities seem less concerned with cities than they were thirty years ago. Need "urban-grant university" to focus on city problems-architecture, space, health, poverty, equality, and recreation. Would offer: (1) curricula, (2) research, (3) experiments related to city. Cooperation with city high school teachers and students. Need non-political trustees and Federal aid.

*6.26 _____. "Higher Education in the Troubled City." Berkeley: Carnegie Commission on the Future of Higher Education, 1968. ED 025 199

*6.27 Klotsche, J. Martin. The Urban University - and the Future of Our Cities. New York: Harper & Row, 1966. ED 014 811

Profiles urban university. Discusses urban scene, city needs, university resources, campus, students, and arts. Seminal.

6.28 Lerner, Max. "The Colleges and Universities and the Urban Crisis." Iowa City, Iowa: American College Testing Program, 1969. ED 032 824

6.29 Lieberman, Bernhardt. "The University is Not a Highway Department," Science, 168, April 17, 1970, 316.

6.30 Luria, S. E. and Zella. "The Role of the University: Ivory Tower, Service Station, or Frontier Post?" Daedalus, Winter 1970, 75-83.

6.31 Mead, Margaret and Rhoda Metraux. "Town and Gown: A General Statement," in Perloff and Cohen, Urban Research and Education, Volume 2. (15.11), 42pp.

6.32 Miller, Paul A. "Informal Education: The Rural Precedent and the Urban Challenge." Prepared for the 4th HEW Forum, January 1968. ED 030 030

Proposal for urban grant universities depends on analogy between rural and urban problems which doesn't in itself tell how to solve urban problems. Analogy does indicate need for development design and use of community as classroom.

6.33 Miller, S. M. "Economic and Political Prospects of the Poor." Paper presented at Conference on Social Change and the Role of Behavioral Scientists." Atlanta, Georgia: May 4-6, 1966. ED 021 927

Institutional changes in education and social service organizations affect rediscovery of poverty, economic status, elitism, political participation.

6.34 Nash, George. "The Role of the Title I Program in University Involvement in the Urban Crisis." Talk delivered to the State Title I Directors Meeting, Hot Springs, Arkansas, October 1969, 19pp.

General discussion of university role followed by comments on Title I.

6.35 _____ and Dan Waldorf. The University and the City. Final Report. Washington, D.C.: Bureau of Social Science Research, 1971, 300pp. ED 059 694

Presents in depth case studies on what nine diverse institutions have done about urban problems in their areas.

6.36 Newman, John Henry. The Idea of a University. Garden City, New York: Doubleday and Company, 1959 (1852), 465pp.

6.37 Niebuhr, Herman, Jr. "The University in Urban Development." Paper presented at Wayne State University Centennial Symposium on "The City as Environment," Detroit, November 1967. ED 024 321

University should see itself as producer of skilled manpower. Need now to change recruitment, reward structure and academic programs as well as to take risks. University must address needs of its neighbors who live near it.

6.38 UNC-C. The University and the Development of the Modern City. Charlotte, North Carolina: University of North Carolina at Charlotte, 1966.

Addresses presented to University Forum

6.39 Ortega Y Gasset, Jose. Mission of the University. New York: W. W. Norton and Company, 1966, 94pp.

6.40 Parsons, Kermit C. and Mrs. Georgis K. Davis. "University and Community." SCUP Journal, I, December 1970, unpaged.

6.41 Patton, Robert D. "The University in an Urbanized America." Journal of Higher Education, XXXIV, November 1963.

6.42 Peterson, Basil. "Social Needs and Academic Responses: Closing the Gap." Washington, D.C.: American Association of Higher Education, April 1971, 5pp. ED 050 671

Recommends opening schools to minorities, remedial and counseling programs. Notes weariness with being subjects of research and need to involve community in research.

6.43 Ross, Murray G. "The University and Community Service." Paper delivered at Annual Meeting of Association of Universities and Colleges of Canada. Montreal, October 30-November 3, 1967. ED 017 866

Concept of Community Service affects character of whole university - number and kind of students, focus of research, pace and nature of university growth.
Traditional German emphasis on research and graduate work and British emphasis on the student and teaching, while still evident in the modern university, have been dominated by a third emphasis, the American concern with serving the needs of a rapidly developing democratic society, which has culminated in the multiversity. Implications of partial surrender of dispassionate objectivity, scholarship, and intellectual growth.
Services university is uniquely equipped to render: theoretical studies, pure research, recruitment of able students, adult education, improvement of educational system, expansion of graduate and professional studies - likely to be of immense value to community.

6.44 Taylor, Robb, ed. University and Community. Proceedings of a Conference (April 25-26, 1963) under the auspices of the Association of Urban Universities and the Johnson Foundation.

6.45 Tobia, Peter M. The University in Urban Affairs: A Symposium. Brooklyn, New York: St. John's University, n.d., 135pp.

6.46 Trow, Martin. "Bell, Book, and Berkeley." American Behavioral Scientist, May-June 1968.

6.47 Trueblood, David Elton. The Idea of a College. New York: Harper, 1959, 207pp.

6.48 Wheaton, William. "The Role of the University in Urban Affairs." Paper delivered at Arlington State College, Texas, October 1966.

6.49 Whipple, James B. and Doris S. Chertow. "The University and Community Service: Perspectives for the Seventies." New York: Syracuse University, 1970.

Publicly responsible education in service and community problem-solving. Increased community financial support leads to expectation of greater responsiveness on part of institution.

6.50 Wilson, O. Meredith. "The School, the Scholar and Society." Washington, D.C.: National Association of State Universities and Land Grant Colleges, 1968. ED 025 190

Specialization facilities academic program response to community needs. New changes required to meet growing needs, especially to create environment which will result in students who apply knowledge.

*6.51 Wood, Robert C. "The New Metropolis and the New University." Educational Record, Supplement, Summer 1965, 306-311.

6.52 Ylvisaker, Paul. "Merging Academic and Urban Affairs," Educational Record, Supplement, Summer 1965, 299-305.

Cross-references: 1.14, 1.15, 3.12, 3.15, 3.42, 4.2, 4.3, 4.5, 4.12, 15.9, 17.14, 23.12, 23.27, 23.28, 24.2, 24.17, 25.2, 25.3, 25.17, 25.23, 25.24, 25.28, 25.29, 26.3, 26.18, 26.21, 31.17, 35.7, 35.14, 35.15, 35.33, 35.41, 35.44.

## 7. The Interface Between Community and Institution

*7.1 Adams, Paul L. "Professors and Citizen Activism." Paper presented at 61st Annual Meeting of the Southern Society of Philosophy and Psychology, Miami, Florida, April 5, 1969. ED 028 747

7.2 Adrian, Charles R., ed. Social Science and Community Action. East Lansing, Michigan: Michigan State University, 1960, 55pp.

7.3 ACUI. Communiversity. Proceedings of the 46th Annual Conference of the Association of College Unions International, 1969, 218pp. ED 046 316

Collection of papers on relations between college union and society, minorities, and change.

7.4 Astin, Helen, et. al. "The Role of College-Community Relationships in Urban Higher Education. Volume III. A Community Survey of Washington, D.C. Final Report." Washington, D.C.: Federal City College, 1969, 85pp. ED 041 570

7.5 Auburn, N. P. and S. E. Burr, Jr. "Problems of City Universities," School and Society, 89, January 28, 1961, 37-38.

*7.6 Bailey, Stephen K. "Urban Decision Making, The University Role." Boston: Center for the Student of Liberal Education for Adults, 1967, 14pp. ED 011 364

Divides modes of influencing decision-making into long-range (pointing out problems, searching for underlying causes) and short-range (technical advice, training decision-makers).

7.7 Baker, Brownell. The College and the Community: A Critical Study of Higher Education. New York: Harper, 1952, 248pp.

Dated but still useful.

7.8 Benezet, Louis T. "Higher Education is Not a Commodity." Washington, D.C.: American Association of Higher Education, March 1971, 5pp. ED 050 675. Speech.

7.9 Blake, Virginia, et. al. College and Community: A Study of Interaction in Chicago. Chicago: University of Illinois, Department of Urban Planning, 1967, 189pp.

7.10 Boston University Metrocenter. The Urban University and the Urban Community. Boston: Boston University Metrocenter, 1966. ED 025 692

Six seminars:
1. university-city relations,
2. university adult education as force in shaping city,
3. role of Federal government, university and community in control of delinquency and community development,
4. university commitment to community relations, especially with respect to parking problems,
5. role of university in arts,
6. future role of B.U.

7.11 Chase, William W. "Design for Regenerating a City." American Education, March 1970.

7.12 Cleveland Foundation Committee. Survey of Higher Education in Cleveland. Cleveland, Ohio: The Authors, 1925, 448pp plus appendices).

Feuer (35.13) considers this a "useful...example of the type of in-depth study which is so sadly lacking."

7.13 Collins, Charles C. "A Redefined Board for A Redefined Community." 1969. ED 038 132

Proposed representation of community as well as students, faculty, and administration on trustee boards.

7.14 Connery, Robert H., ed. The Corporation and the Campus; Corporate Support of Higher Education in the 1970's. Proceeding of the Academy of Political Science, Vol. XXX, No. 1, New York: Academy of Political Science, May 1970, 187pp. ED 043 300

Opens with papers on challenges to university raised by urban problems. Second section deals with financing and third with "The Corporate Viewpoint."

7.15 Franklin, Richard and Paula. "Urban Decision-Making, Findings From a Conference." Washington, D.C.: National Training Laboratories, 1967. ED 011 626

Focuses on methods of training for involvement in problem-solving process. Discusses alternative conceptual frameworks and strategies.

7.16 Greater Philadelphia Movement. How Institutions of Higher Education Contribute to the General Economic, Social and Cultural Betterment of Greater Philadelphia, Philadelphia: The Authors, 1966.

7.17 Hahn, Alan J. "Community Decision-Making Systems," November 1970, 16pp. ED 054 406

How to work with community systems of decision-making through identifying participants (typically local government, interest groups, private agencies, state and federal government, churches, unions, voluntary association, citizens/voters), understanding structures (mass participation, monolothic, polylithic, pluralistic) and tracing out stages (10).

7.18 Herrscler, Barton R. and Thomas M. Hatfield. College-Community Relations. Washington, D.C.: American Association of Junior Colleges, 1969. ED 032 888.

Discusses serving community needs, public relations, improving communications through advisory committees.

7.19 Kimbrough, Ralph B. "Community Power Systems and Strategies for Educational Change." Paper presented at Planned Curriculum for Youth, 1966, Conference, New York: Columbia University, July 1966. ED 025 551

Educators must assume leadership role in bringing about change in education. This requires working with groups outside of school system. Persuasion has not brought about change very often and educators must now evaluate other political strategies in light of their goals. Must take time to talk to influential people in the community. A cohesive group can be effective in an open system.

7.20 Kravitz, Sanford L. "Urban Institutions as University Clients." Boston: Center for the Study of Liberal Education for Adults, 1967. ED 011 363

Urban institutions need manpower and information, both of which universities can and should provide. Recommends training more workers, redefining work relations, searching for new bridges to community.

7.21 Kysar, John. "Mental Health in an Urban Commuter University," Archives of General Psychiatry, November 1964.

7.22 Lauwerys, Joseph A. and David G. Scanlon, eds. Education in the Cities: The World Yearbook of Education, 1970. New York: Harcourt, Brace and World, 1970. ED 059 322 n.a.

7.23 Lazarfeld, P. F. and Wagner Thielens, Jr. The Academic Mind: Social Scientists in a Time of Crisis. New York: The Free Press of Glencoe, 1958.

Focus on political intervention in the university.

7.24 Learn, Elmer W. "Planning and Acquisition Problems for a Growing University," 1968. ED 037 042

Discusses peculiar problems presented by communities around universities and how to deal with them.

7.25 Levi, Julian. "The Influence of Environment on Urban Institutions," Educational Record, April 1961.

7.26 Mann, Peter B. "Higher Education in Black and White: A Seminar Report." Washington, D.C.: American Association of Higher Education, 1972, 31pp. ED 059 662

Reports conference of S.E. Regional Council of AAHE.

Recommends three goals for leaders of higher education in the Southeast: equal access, end to racially dual systems of higher education, combating white racism.

7.27 McDaniel, Reuben R., Jr. and James E. McKee. "An Evaluation of Higher Education's Response to Black Students." Bloomington, Indiana: Student Association of Higher Education, Department of Higher Education, School of Education, University of Indiana, 1971. ED 057 739

Contends that white institutions' responses not meaningful, coherent.

7.28 Miller, Harry L. and Roger R. Woock. Social Foundations of Urban Education, Hinsdale, Illinois: Dryden Press, 1970, 433pp.

*7.29 Miller, Ronald H. "Processes and Guides for Comprehensive Planning of the Urban University and the City." Columbus, Ohio: Ohio State University, 1971, unpublished, 19pp.

Concerned with physical planning of university and its neighborhood, particularly how university planners should work with city planner and what data is needed. (19pp.)

*7.30 Mitchell, Robert B. "A Preparatory Working Paper for a Conference on the Application of Urban Analysis to Urban Problem Solving." Philadelphia: Center for Urban Research and Experiment, University of Pennsylvania, March 1972.

Discusses problems of defining and analyzing urban problems, current state of urban planning and problem-solving, capacity of educational institutions to assist.

*7.31 Mortimer, Kenneth P. "Accountability in Higher Education." Washington, D.C.: ERIC Clearinghouse on Higher Education, February 1972, 60pp. ED 058 465

Notes three contexts (management, evaluation, accountability), external forces (government, public), internal difficulties (weak authority, vague goals, complex organization).

7.32 Myers, Ernest R. The Role of College-Community Relationships in Urban Higher Education Phase II - Exploratory Planning. An Exploratory Study of an Urban University Prototype. Washington, D.C.: Federal City College, March 1971, 128pp. ED 059 409

Notes three kinds of activities: reciprocal relations, priorities, and evaluation.

*7.33 Nash, George. "The Relationship of Knowledge and Action: The Proper Role of the Institutions as an Agent of Change." New York: June 1969, mimeo, 25pp.

7.34 Newmann, Fred M., Donald W. Oliver. "Education and Community." Harvard Educational Review, 37:1, 1967. ED 011 327

Disputes current notions of educational reform. Discusses how education mirrors and contributes to social problems.

7.35 New York State Association of Junior Colleges. Conference Report on the Annual Conference of the N.Y. State Association of Junior Colleges. Niagara Falls, 1968. ED 025 243

Advice to faculties re community service:
1) realize they have power and take part, 2) cooperate with other institutions, 3) work with community groups already active, 4) join civic, religious, or political organizations, 5) provide counseling and consultation.

*7.36 Obradovic, Sylvia M. "New Strategies in Educational Planning and Research Involving Ethnic Minority Communities." Minneapolis, Minnesota: American Educational Research Association, 1970. ED 041 084

Discusses three strategies: community advisory committees, charettes, and research done by citizens and academicians together to define community goals.

7.37 Pellegrin, Roland J. "Community Power Structure and Educational Decision Making in Local Community." Eugene: University of Oregon, 1965. ED 010 218

Discusses different views of community power. Summarizes research done in three communities.

7.38 Perloff, Harvey S. The University of Chicago and the Surrounding Community. Chicago: Program of Education and Research in Planning, 1953, 35pp.

*7.39 Robin, Keith. "Community Participation in the Community College." 1971, 28pp. ED 053 722

Seminar paper. Explores definition of "community." Describes methods of sampling community input: advisory committee, coordinating council, community study.

7.40 Rudman, Herbert C. and R. L. Featherstone, eds. Urban Schooling. New York: Harcourt, Brace, and World, 1968. ED 029 602

Collection emphasizes ties between urban university and city schools. Chapters discuss urban school problems, university role with respect to city school systems, school reorganization, collective bargaining, school administration, Negro perceptions, social status, intellectual development, disadvantaged students, evaluation, guidelines for university involvement.

7.41 Sanders, Irwin T. "The University and the Community." Issues in University Education. Charles Frankel, ed., New York: Harper & Brothers, 1959.

7.42 Sexton, Patricia Cayo, comp. Readings on the School in Society. Englewood Cliffs: Prentice-Hall, 1967, 272pp.

*7.43 Shaw, Paul C. and Louis A. Tronzo. "Community Constraints on Academic Planning: Myths and Realities." Paper presented for presentation at 7th Annual Conference of the Society of College and University Planning, Atlanta, August 1972, 10pp.

7.44 Smith, Charles U. "Race Relations and the New Agenda for Higher Education." Phi Delta Kappa, 47:8, May 1965. ED 019 388

Recommends scientific analysis of desegration, study of its feasibility, specific practices to overcome institutional racism.

7.45 Stemnock, Suzanne K. "Citizens Advisory Committees." Washington, D.C.: American Association of School Administrators, 1968. ED 031 811

Discusses committee composition, location, and formation.

*7.46 Treuting, W. S., W. T. Hall, and M. L. Baizerman. The University and the Community in the Domain of Health. University Forum Background Paper. Pittsburgh: Office of the Secretary, University of Pittsburgh, December 1971, 44pp.

Examines concepts behind "interface" in general and in health context.

7.47 UCLA. University Extension. Urban Planning; Who Makes Decisisons in Our Metropolis? Conference Report, UCLA, June 1967. ED 023 951

Part of nine campus study of urban problems. Conference gathered key LA decision-makers to identify critical problems and possible solutions.

7.48 Vallance, Theodore R. "Structural Innovations in Higher Education to Meet Social Needs." Washington, D.C.: ERIC Clearinghouse on Higher Education, December 1970, 34pp. ED 044 539

Discusses innovative organizational responses of nine institutions to social needs.

7.49 Winkelstein, Ellen. "A Community-University Model for Urban Preschool Education." February 1971. A Paper at America Education Research Association Meeting, February 4-7, 1971, New York, 14pp. ED 047 373

A possible university role in the city.
Describes preschool program with joint university/community decision-making and planning.

7.50 Wirt, Frederick M., ed. Future Directions in Community Power Research: A Colloquim. Berkeley: Institute of Governmental Studies, University of California, 1971. ED 054 529

Papers argue for redirection towards aggregate data analysis away from case studies. Topics: loose ends in theory, problems in concepts and measurement, decision-making, budgets, urban renewal, computers, pluralism.

*7.51 Wofford, Joan W., et. al. Urban Universities: Rhetoric, Reality, and Conflict. Washington, D.C.: U. S. Government Printing Office, 1970, 65pp. ED 039 861

Examines demands of urban constituencies, historical development of universities, structural constraints, and change strategies.

Cross-references: 1.11, 1.14, 1.15, 1.17, 1.18, 4.4, 4.5, 12.1, 12.2, 12.3, 15.9, 18.37, 22.8, 22.17, 22.19, 23.27, 23.28, 24.2, 24.17, 25.17, 25.22, 25.23, 25.28, 26.2, 26.3, 26.10, 26.18, 26.20, 27.1, 29.37, 31.17, 35.7, 35.14, 35.15, 35.33, 35.41.

## 8. Community Colleges and the Community

8.1 Cross, K. Patricia. "The Quiet Revolution." Berkeley: Center for Research and Development in Higher Education, 1969. ED 036 249

Discusses student influences on institutional response to community.

8.2 Hankin, Joseph N. Selected Urban Problems and the Public Community College. Ed.D. Dissertation, Columbia University, New York, 1967. ED 027 509

How much can and do junior colleges affect housing employment, and education in 28 largest U.S. metropolitan areas. Author assumes duty to be change agents. Causes of lack of action include youth of institutions massive task of processing applications, lack of facilities and/or funds as given by colleges. Author blames poor planning, conservative attitudes and makes recommendations to improve performance.

8.3 Harlacher, Ervin L. The Community Dimension of the Community College. Englewood Cliffs: Prentice-Hall, 1969, 151pp. ED 047 226

General overview.

8.4 Horvath, Ronald J. "Community Relations: A Practical Approach." 1969. ED 035 395

Suggests method for using faculty and students for liaison with community when institution cannot afford full-time public relations personnel.

8.5 Los Angeles City College. "The Role of the Community College in the Urban Revolution." Los Angeles: The Authors, April 1968, 53pp. ED 044 096

Conference proceedings dealing with organizational climate (freedom, responsibility), student aid, innovative curricula, human relations.

8.6 Mansfield, Ralph. Annual Planning Conference. Chicago: Chicago City College, December 2-4, 1967. ED 021 538

Discusses ways a community college can approach urban problems: 1) serving educational needs of the community, 2) helping economic state of the community - education for jobs.

8.7 Mayhew, Lewis B. "Community Colleges in Urban Settings." Stanford University, California: Community College Planning Center, June 15, 1964. ED 016 457

Discusses possibility of locating junior colleges in central cities where they can meet urban needs for retraining, adult education, transfer, creating informed electorate.

8.8 Medsker, Leland L. and Dale Tillery. Breaking the Access Barriers: A Profile of Two-Year Colleges. Highstown, New Jersey: McGraw-Hill, 1971. ED 055 578

Includes discussion of place of junior college in city life.

8.9 Menefee, Selden and J. Kenneth Cummiskey. "Community Relations and Services in the Junior Colleges; Selected Proceedings from Two Workshops." Washington, D.C.: Association of Junior Colleges, 1969. ED 032 068

Discusses importance of cooperation between community and institution as mutually reinforcing with community services. Also deals with questions of planning and administering attempts to combine college and community resources.

8.10 Roueche, John E. et.al. "Accountability and the Community College: Directions for the 70's." Washington, D.C.: American Association of Junior Colleges, January 1971, 48pp. ED 047 671

Deals with accountability of instructor to see that students attain certain goals.

8.11 SREB. "The Black Community and the Community College: Action Programs for Expanding Opportunity. A Project Report." Atlanta: Southern Regional Education Board, October 1970, 60pp. ED 045 786

Investigates use of community colleges by southern blacks, and ways to encourage attendance and attention to needs of black students.

Cross-references: 7.35, 7.39, 10.8, 16.14, 18.29, 18.44, 21.1, 22.11, 23.17, 23.24, 25.13, 27.10.

## 9. Traditionally Black Institutions (TBI)

9.1 Egerton, John. "Black Public Colleges: Integration and Disintegration. A Report." Nashville, Tennessee: Race Relations Information Center, June 1971, 32pp. ED 052 268

Eight of the 33 Negro public colleges experienced decline in enrollment. Describes perpetuation of the dual system of higher education: duplicating courses, drawing funds from same public treasury.

9.2 Jaffe, A. J. et. al. Negro Higher Education in the 1960's. New York: Frederick A. Praeger Publishers, 1968. ED 037 488

Studies education of southern blacks in TBIs, growth factors, influences on separation, and policy implications of findings.

9.3 Josey, E. J. "A Plea for Educational Excellence." The Quarterly Review of Higher Education Among Negroes, 35:3, July 1967. ED 020 295

9.4 LeMelle, Tilden J. and Wilbert J. The Black College: A Strategy for Achieving Relevancy. New York: Frederick A. Praeger Publishers, 1969. ED 037 489

Rationale and design for black higher education development. Ties educational renewal with Black community and social development. Black higher education reassessed to offset negative ideas and establish base for solving problems. Topics treated - traditional Negro college, ideology for Black educational development, design for Black educational renewal, problem of support the future, educational planning for Black community, Black white relations, pluralistic democracy.

9.5 Office for the Advancement of Public Negro Colleges. Public Negro Colleges: A Fact Book. Atlanta: The Authors, 1971, 23pp.

Reports history, enrollment, degrees, graduates, programs, facilities, faculty, finances of public black institutions.

9.6 Office for Advancement of Public Negro Colleges. Service Through Opportunity. Atlanta: The Authors, no date, 26pp.

Presents "the dividends from investments in public Negro colleges" through stories of public service of graduates.

9.7 Patterson, Frederick D. Development Programs at Negro Institutions. Washington, D.C.: National Association of State Universities and Land Grant Colleges, 1969. ED 034 510

Many Black colleges and universities seriously in need of funds.

9.8 Southern Association of Colleges and Schools. Black Colleges in the South; From Tragedy to Promise. An Historical and Statistical Review. Atlanta: The Authors, 1971, 27pp. ED 053 230

Reviews work of Association with TBIs and changes occuring during process of accreditation.

9.9 SREB. "Special Financial Needs of Traditionally Negro Colleges. A Task Force Report." Atlanta: SREB, Institute for Higher Educational Opportunity, 1969. ED 030 390

Formerly all-black schools need special and basic operating funds to have part in changing society, to produce more employable graduates, to improve academic quality. Report suggests alternate funding schemes.

9.10 Williams, Donald T., Jr. "Black Higher Education: Whence and Whither." Minneapolis, Minnesota: American Educational Research Association, 1970. ED 040 232

Recommends that different types of institutions concentrate on serving different constituencies.

Cross-references: 18.2, 25.9, 27.16, 31.3, 35.35

## 10. University Facilities and the Community

10.1 Brubaker, Charles William. "What's Happening to the Campus - How Physical Facilities are Changing in Response to New Needs." Chicago: Perkins and Will, Architects, April 1968. ED 019 835

Discusses effects on campus planning of changes in educational methods and society's demands on institutions. Outlines design suggestions.

10.2 Dahnke, Harold L. et. al. Higher Education Facilities Planning and Management Manuals. Preliminary Field Review Edition. Boulder, Colorado: WICHE, 1970. ED 057 751

10.3 Dober, Richard P. and Thomas R. Mason. Space Utilization and Programming. University of Guelph Long Range Development Plan. Toronto: Project Planning Associates, Ltd., 1965. ED 022 332

University-wide space inventory system which establishes space requirements for teaching and research, points out how much and where space is available, picks out highest returns to renovation.

10.4 Gardner, Dwayne E. et. al. Federal Assistance for Educational Planning, Acquiring and Developing Sites and Constructing Facilities. Washington, D.C.: DHEW-OE, 1966. ED 022 344

Guide to federal financial assistance programs: enabling legislation, agency addresses. Dated.

10.5 Hardy, Leslie P. "A City Zones for University Expansion." College and University Business. XX, June 1956, 30.

10.6 Hurtt, Spencer M. "The Impact of Institutional Growth on Urban Land Use." Urban Land, XXVII, January 1968, 3-10.

10.7 Marcase, Michael P. "Role of Community in Facilities Planning." Memphis, Tennessee: Educational Facilities Planners, 1969. ED 035 224

While discussion related to community involvement in planning public school facilities, problems and solutions relevant to higher education facilities.

10.8 Parker, Floyd G. and Max S. Smith, eds. Planning Community Junior College Facilities: A Look into the 21st Century. East Lansing: MSU, Continuing Education Service, 1968. ED 024 395

Sixteen papers on site selection, impact of innovation, community involvement, systems planning.

10.9 Schwehr, Frederick E. "Planning Educational Facilities." The Journal of Experimental Education, 31:2, December 1962. ED 022 325

1. Planning of educational facilities is seen as flowing from educational goals.
2. Physical facilities survey: program type, enrollment projections, faculty.
3. Three planning study procedures preceding budget
    a. survey of present facilities
    b. facilities quality study (analyzing, e.g. heating, wiring)
    c. analysis sketch:
        i. rationale for educational program
        ii. cost estimates
        iii. statement of program
        iv. graphics analysis

10.10 Sondalle, Marvin P. Planning, Programming, Designing the Community College. Seattle: University of Washington, July 1967. ED 013 639

Facility planning for a new campus.

10.11 Spaeth, Raymond J. Untitled paper on Campus Planning in Planning 1958. Chicago: American Society of Planning Officials, September 1958, 148-152.

10.12 Weinstock, Ruth. Space and Dollars-An Urban University Expands. Case studies of Educational Facilities, Number 2. New York: Educational Facilities Laboratories, Inc., 1961. ED 014 868

Discusses areas of concern when planning expansion of urban institution: vertical vs. horizontal, conversion of industrial buildings, parking, optional use, and predicting future space requirements.

Cross-references: 6.2, 7.29, 35.29, 35.32, 35.47.

## 11. University Finances and the Community

11.1 Bonner, Ernest R. "The Economic Impact of a University of Its Local Community." Journal of the American Institute of Planners, 34:5, September 1968, 339-343.

Studies impact of University of Colorado on Boulder.

11.2 Caffrey, John and Herbert H. Isaacs. Estimating the Impact of a College or University on the Local Economy. Washington, D.C.: American Council on Education, 1971.

11.3 Educational Systems Research Group. The Impact of the University of Pittsburgh on the Local Economy. Washington, D.C.: The Authors, 1972, 81pp.

*11.4 Laub, Julian Martin. The College and Community Development: A Socio-economic Analysis for Urban and Regional Growth. New York: Praeger Publishers, 1972, 304pp.

Planning the impact (social and economic) of a college on its community.

11.5 Merchant, Ronald. The Economic Impact of Spokane Community College upon the Spokane Metropolitan Area, 1969. ED 029 646

Study, attempting to show importance of SCC to economic growth of Spokane, tested and did not reject 4 hypotheses:
1) SCC grew faster than city, 1963-68, with respect o population, employment, investment, retail sales;
2) SCC will remain important to city economy;
3) 1968 spending by SCC at least $5,000,000;
4) SCC attracts at least 2000 students.

11.6 Mischikow, Michael K. "A Regional Impact Model for Measuring the Flow-of-Funds and Income Effect Generated by Institutions of Higher Learning." The Annals of Regional Science, 1:1, December 1967, 196-211.

11.7 Strang, William A. The University and the Local Economy: A Study of the Economic Interaction between the University of Wisconsin and the Dane County Economy. Wisconsin Economy Studies No. 4. Madison: Bureau of Business Research and Service, September 1971.

11.8 Tarrant County Junior College: Its Economic Impact in Its Service Area. Ft. Worth, Texas, 1971. ED 060 845

Discusses educational as well as direct and indirect economic influences.

Cross-references: 2.95, 4.11, 7.24.

12. Federal Urban Programs and the University

12.1 Arnstein, George. "How Colleges Can Reach Out to Troubled Cities," College and University Business, 47, September 1969, 51-63.

Discusses how universities can get involved in Model Cities e.g., facilitating citizen participation, sharing facilities, providing technical assistance.

12.2 Beckman, Norman. "HUD and University Community Development." Address Before National University Extension Association, Miami, Florida, July 1968, 18pp.

12.3 Dobbins, Charles G. The University, the City, and Urban Renewal: Report of a Regional Conference Sponsored by the American Council on Education and the West Philadelphia Corporation, March 25, 1963. Washington, D.C.: American Council on Education, 1963, 58pp.

Focuses on Philadelphia.

12.4 A Guide to Federal Funds for Urban Programs at Colleges and Universities. Washington, D.C.: American Association of State Colleges and Universities and American Council on Education, April 1971, 108pp. ED 051 498

More than seventy federal programs.

12.5 Giammetteo, Michael C. Concept of a Model City Complex. Portland, Oregon: Northwest Regional Education Laboratory, 1968. ED 031 805

Defines complex as combination of school and non-school institutions and facilities. Gives examples.

12.6 Miller, Paul A. "Reflections on the Federal Government and Higher Education." AGB Reports, 10:1, September 1967. ED 014 146

Discusses three aspects of relation (legislation, institutional adaptation to sources of support, specialization) and five key issues for future (categorical aid vs. support for institutions, rewards for grantsmanship or scholarship, long-run effects of government support, finances, public service).

12.7 Parsons, Kermit C. "The Role of Universities in City Renewal," in Taming Megalopolis, ed. by H. Wentworth Eldridge. Vol. II, New York: Praeger, 1967.

12.8 _____, and Georgia K. Davis. "The University in Urban Change." Minerva, July 1971.

Discusses work of university organizations in district renewal.

Cross-references: 2.47, 7.38, 16.17, 16.18, 22.5

13. The University and the Natural Environment

13.1 Conservation Foundation. The College, the Community, and Conservation. Washington, D.C.: The Authors, 1967, 94pp. ED 030 797

Discusses using available technology and governmental programs to manage use of natural resources. Federal support goes to those with a strong program, data, grass roots support, support of influential people, widely distributed support, good timing.

13.2 Sternhart, John S. and Stacie Cherniak. The Universities and Environmental Quality-Commitments to Problem Focused Education. A Report to the President's Environmental Quality Control. Washington, D.C.: U. S. Government Printing Office, 1969. ED 055 768

Multidisciplinary programs which have been tried and how the government can encourage them. Success requires control over faculty reward structure and freedom to innovate. Federal money may be working against these kinds of programs.

PART III. UNIVERSITY DEGREE PROGRAMS AND THE CITY

14. Urban Curricula

14.1 "Target for the 70's." Papers at Nineth Annual Meeting of American Asscciation of State Colleges and Universities. Washington, D.C.: AASCU, 1970, 86pp. ED 046 332.

Papers on black students and urban higher education.

14.2 Bisconti, Ann S. Washington Area Universities and the Community: Urban Programs and Courses in Eleven Institutions of Higher Learning. Washington, D.C.: Bureau of Social Science Research, Inc., 1969. ED 029 596

Inventory of urban programs and courses, including basic education, "cultural enrichment," higher education, vocational guidance and education, professional training, health and legal services for poor. Also analyses and coordination for urban projects.

*14.3 Carnegie Commission on Higher Education. New Students and New Places. Highstown, New Jersey: McGraw-Hill, 1971.

Reports on metropolitan needs for higher education and recommends policies for expansion.

14.4 Carnegie Commission on the Future of Higher Education. Less Time, More Options, Education Beyond the High School. Berkeley: The Authors, 1971.

14.5 Carnegie-Mellon University. "Building From Strength: A New College for Carnegie-Mellon University." Pittsburgh, 1967. ED 017 532

A design for a new college of Humanities and Social Sciences.

14.6 Center for the Study of City and Its Environment. General Statement and Course Announcement, 1972-73. New Haven: Yale University, Institute for Social and Policy Studies, 1972, 30pp.

14.7 Colmen, Joseph G. "Higher Education and the City in the Seventies." Paper presented at National Seminar on the University in Urban Community Service, University of Maryland, 1968. ED 024 320

Orientation to modern social problems will require curriculum changes. Pressures: student activism, manpower needs of society. Universities should provide integration in learning and working for public service, education about social problems, research on these problems, community services in cooperation with other public agencies, interdisciplinary analyses and solutions to urban problems, and liberal education. Included in (6.12).

*14.8 _____ and Barbara Wheeler, eds. Human Uses of the University: Planning a Curriculum in Urban and Ethnic Affairs at Columbia University. New York: Columbia University Urban Center, 1970, 329pp. ED 049 348

14.9 Dada, Paul O.A. "Evaluation of Courses and Programs Offered Under the Auspices of Wayne State University and the University of Michigan at the University Center for Adult Education, Detroit, Michigan." Ann Arbor: Department of Community and Adult Education, n.d. ED 054 398

Courses not oriented to jobs or community problems, more resources should be spent on lower class, also need teacher orientation.

14.10 Duncan, Karen. Community Action Curriculum Compendium. Washington, D.C.: United States National Student Association, 1968. ED 032 020

Describes and categorizes 59 community projects at 48 institutions for which academic credit is given.

14.11 Grier, George and Eunice. "The City as an Educational Tool: The Earlham College - Washington Center Experimental Course in Urban Problems." Washington, D.C.: The Washington Center for Metropolitan Studies, 1963, 31pp.

14.12 Institution for Social and Policy Studies. General Statement. New Haven: Yale University, Fall 1971, 24pp.

14.13 Kroepsch, Robert H. and Ian M. Thompson. "Urban and Minority Centered Programs in Western Colleges and Universities 1969-70." ED 034 645

Surveys more than 160 institutions in 13 western states.

*14.14 Popenoe, David, ed. "The University and the City: Current Perspectives on Urban Studies and Higher Education." Urban Education, 6:1, April 1971, 115pp.

Entire issue devoted to urban curricula.

14.15 Purdy, Leslie. "A Student Volunteer Services Bureau." Los Angeles: UCLA, September 1971, 24pp. ED 053 719

Describes alternative to comprehensive community college education in which students engage in supervised, volunteer work in community.

14.16 Slavet, Joseph S., ed. The Urban Crisis and Urban Affairs Education. Boston University Urban Institute Monograph #1. Boston: The Urban Institute, 1969, 58pp.

14.17 Spurr, Stephen H. Academic Degree Structures: Innovative Approaches: Principles of Reform in Degree Structures in the United States. Carnegie Commission. New York: McGraw-Hill, 1970.

14.18 Sweet, David E., et. al. Minnesota Metropolitan State College. Prospectus II, St. Paul: MMSC, 1971. ED 057 340

Description of new type college: entire metropolis is campus, degrees given for competence not course hours, will educate adults who have completed the equivalent of the first two years in one way or another, will use available facilities in metro.

14.19 Tamminen, Paul G. "A Guide to Resources for Undergraduate Academic Reform." Washington, D.C.: American Council on Education, June 30, 1970, 15pp. ED 044 086

14.20 Wyman, Walker D. "Planning Graduate Programs Around Regional Problems Through the Establishment of Regional Research Centers in the Emerging State Colleges and Universities in the Cutover Area of Wisconsin, Minnesota and Michigan. Final Report." River Falls, Wisconsin: Wisconsin State University, 1969. ED 030 405

Problems of isolation and lack resources faced recently upgraded normal schools. Study looked at feasibility of graduate programs focussed on regional problems. Found administrative but not faculty support. Area Research Center stimulated research. If most interested institutions started, others should follow suit.

Cross-references: 2.2, 2.31, 8.10, 13.2, 15.5, 26.1.

15 Urban Research

15.1 Berns, Robert S. "The Study of the University as a Model for Community Mental Health." New York: American Orthopsychiatric Association, March 19, 1968. ED 019 688

Explores aspects of community mental health within the structure of the university and the role of the community psychiatrist.

15.2 Brown, Roscoë C., Jr. "How to Make Educational Research Relevant to the Urban Community -- the Researcher's View." Paper presented at the Annual Meeting of the American Educational Research Association, New York, February 5, 1971, 10pp. ED 049 347

Advocates explaining purpose and scope of research to community residents and giving them opportunities to be involved in conceptualization, data collection, interpretation leading to support for research.

15.3 Committee on Social and Behavioral Urban Research. A Strategic Approach to Urban Research and Development. Washington, D.C.: National Academy of Sciences, 1969, 100pp.

15.4 Committee on Urban Technology. Long-Range Planning for Urban Research and Development: Technological Considerations. Washington, D.C.: National Academy of Sciences, 1969, 94pp.

*15.5 Fleishman, Joel L. "The Study of the City: The Teaching Role of University Urban Research Centers." Address to Symposium on the Role of University Based Urban Centers. Harvard-MIT Joint Center for Urban Studies, June 5, 1970, 33pp.

15.6 Garcia, Sandra J., et. al. "Research in the Black Community: A Need for Self-Determination." Revised version of a paper presented at the Annual Conference, Western Psychological Association, Vancouver, British Columbia, June 21, 1969. ED 055 954

Demand growing for blacks to control research done in their community. Control equals decision over what, why, and by whom. Caused by middle-class framework, blindness to history, and failure to use research to increase community welfare. Scientific racism still rampant. Reduce exploitation through black participation, designing research for practical application, informing population of results, and making white researchers examine black culture.

15.7 Healy, Patrick. "City-University Co-operation: The Urban Observatory Concept," Speech presented to Intergovernmental Seminar on Federal Statistics for Local Government Use, Washington, D.C., October 1968.

15.8 Hester, James M. "University Research and the City: A Report from the President of NYU." New York: New York University, 1967. ED 031 131

* 15.9 Jacobson, Elden. "Higher Education and Urban Affairs. An Approach for Metropolitan Washington." Washington, D.C.: Washington Center for Metropolitan Studies, 1969. ED 028 753

Feasibility study for "urban observatory." Information flows from satellites in community to Center out of which comes research and educational programs for the community.

15.10 New University Conference. On Radicals and Research. NUC Papers No. 2. Chicago: New University Conference, 1970, 18pp.

*15.11 Perloff, Harvey S. and Henry Cohen. Urban Research and Education in the New York Metropolitan Region. A report to the Regional Plan Association, 2 vols, New York, 1965.

15.12 Rossi, Peter. "Researchers, Scholars, and Policy Makers," Daedalus, Fall 1964.

15.13 Special Commission on the Social Sciences of the National Science Board. Knowledge into Action: Improving the Nation's Use of the Social Sciences. Washington, D.C.: U. S. Government Printing Office, 1969, 95pp.

15.14 Tumin, Melvin. "Research on Racial Relations," The American Sociologist, May 1968, 117-124.

Argues that university was doing research as early as the 1940's which portended coming racial crisis, but which was not used by government.

15.15 Watson, Bernard C. "Urban Education: Its Challenge to the Research Community." Minneapolis, Minnesota: Educational Research Association, 1970. ED 039 300

Argues for research that can be used by administrators.

15.16 Wood, Robert. "The University's New Role in Urban Research." Speech delivered to Asscciation of Urban Universities, Detroit, November 1967.

Cross-references: 2.31, 6.42, 7.50, 17.13, 21.13, 21.16, 22.7, 22.12, 22.18, 25.6, 26.5, 31.5, 35.45.

16. Training Urban Service Workers

16.1 Adams, Frederick J. and Gerald Hodge. "City Planning Instruction in the United States: The Pioneering Days, 1900-1930," Journal of the American Institute of Planners, 31, February 1965.

16.2 Adams, Raymond S., et. al. Community Development and the Training of Teachers of the Disadvantaged: A Final Report -- Part IV. Columbia, Missouri: University of Missouri, College of Education, 1970, 204pp. ED 050 303

16.3 Airlie House Institute on University Training, 1969. University Training in PPB for State and Local Officials: A Synopsis. Washington, D.C.: The Urban Institute, 1970, 93pp.

16.4 Alexander, Aaron C. "A Summary of the Types of 'Paraprofessional Training' Provided by Junior and Senior Colleges and Universities in the Areas of Health, Education, and Welfare during Academic Year, 1970-71." Washington, D.C.: U. S. Government Printing Office, 1971. ED 055 166

Information base for New Careers program service delivery.

16.5 Association of American Medical Colleges. "Report of the Association of American Medical Colleges Task Force to the Inter Association Committee on Expanding Educational Opportunities in Medicine for Black and Other Minority Students." Washington, D.C.: The Authors, 1970, 47pp. ED 042 401

Discusses keeping minority students in pre-med tracks, giving them financial aid, recuiting, and establishing regional opportunity center.

16.6 Bowles, Frank and Frank A. DeCosta. Between Two Worlds. Berkeley: Carnegie Commission, 1971.

Studies training of black professionals.

16.7 Burns, Marta A. "New Careers in Human Service: A Challenge to the Two-Year College. A Preliminary Report." University Park: Pennsylvania State University, March 1971, 87pp. ED 049 732

Identifies and examines programs preparing paraprofessionals for human service occupations.

16.8 Carnegie Commission on Future of Higher Education. Higher Education and the Nation's Health; Policies for Medical and Dental Education. Berkeley: McGraw-Hill, October 1970, 128pp. ED 046 360

16.9 Chronister, Jay L. "In-Service Training for Two-Year College Faculty and Staff: The Role of the Graduate Institutions." Charlottesville: University of Virginia, 1970, 14pp. ED 044 093

Recommends graduate institution cooperation in planning in-service programs near two-year schools.

16.10 Cohen, Audrey C. "College for Human Services: A Model for Innovation in Urban Higher Education." New York: Womens Talent Corps, May 1967. ED 012 870

Training of women from ghetto areas for preprofessional jobs in hospitals, welfare agencies, and schools. See also "College for Human Services: A Model for Innovation in Urban Higher Education" (1969) (ED 049 457) and "Human Service Institutes: An Alternative for Professional Higher Education" (March 1970) (ED 053 711) by the same author. Also "The College for Human Services: A New Concept in Professional Higher Education for Low-Income Adults" (October 1970) (ED 049 458) and by Barbara Walton, "Second Annual Report" (1969) (ED 049 437) and "Third Annual Report" (1970) (ED 049 436).

16.11 Felton, Nadine. "Career Incentive Plan for Higher Education of Non-professionals." New York: New York University, New Careers Development Center, 1967. ED 021 917

Discusses how to build career ladder into teacher aide program. Problems: aide orientation to career, length of college program, tuition. Some solutions: give credit for experiential knowledge, work out arrangements for 16 credits p.a. towards B.A., tuition fund.

16.12 Getzels, J. W. "Education for the Inner City: A Practical Proposal by an Impractical Theorist." The School Review, Autumn 1967, 283-299. ED 025 451

Need to prepare various educational professionals to understand own and others' roles and problems in inner-city. Important to facilitate co-ordination by putting in teams with pre-established working relations. This will also increase their effectiveness in bringing about change. Putting them in one by one will increase tendency to adapt to status quo. Calls for "demonstration and induction school" to prepare new educational personnel and keep up flow of information between university and city schools and thus facilitate introduction of new ideas.

16.13 Havelock, Ronald G. Training for Change Agents. A Guide to the Design of Training Programs in Education and Other Fields. Ann Arbor: Institute for Social Research, University of Michigan, 1971. ED 056 259

Framework for designing training programs for change agents. Particular case of change agents in state education agencies discussed.

16.14 Institute for Local Self Government. "Some Who Dared; Community College Involvement with Public Service Aspects of the Urban Problem in California." Berkeley: The Authors, 1969. ED 032 873

Recommends that junior colleges train for public jobs. Discusses criteria for developing programs and examines programs at 5 California colleges.

16.15 Jablonsky, Adelaide, et. al. "Imperatives for Change, New York State Education Conference on College and University Programs for Teachers of the Disadvantaged." New York: Yeshiva University, 1967. ED 012 271

Presents 4 major concerns: attitudes, and behaviors, people, techniques, and curriculum.

16.16 Joint Committee on Education for Government Service. 1967 Annual Report and Minutes. Washington, D.C.: U.S.D.A., 1967, 66pp.

16.17 Kestenbaum, Sara. "Institute for Urban Service Aides. A Project of Georgetown University under Title I HEA 1965." Washington, D.C.: Georgetown University, February 1967. ED 014 641

Describes project to train poor as "subprofessionals" with hoped side-effect that they will become community leaders.

16.18 Koch, Moses S., et. al. "Urban Development Assistant Project." Baltimore, Essex: Baltimore Junior College, Essex Community College, 1967. ED 012 171

Describes and evaluates two-year junior college training program for urban renewal assistants. Points out potential for training for public service careers, but improved coordination with public agencies required.

16.19 Morphet, Edgar L. and David L. Jesser, ed. Preparing Educators to Meet Emerging Needs. Reports prepared for the Governor's Conference on Education for the Future, 1968. New York: Citation Press, 1969. ED 031 445

Thirteen papers mostly dealing with teacher education, curriculum, and instruction techniques for changing needs of society.

16.20 Senterfitt, Pam and Allen Toothaker. "A Training Plan for Campus-Community Organizers." Washington, D.C.: U. S. National Student Association, 1969. ED 032 021

Describes training program which takes college students into poor communities to open communication and find ways financial and technical resources of universities can become more accessible to poor. Campus-Community Organizers identify skills in university work with community members to construct programs to benefit both.

16.22 Stewart, Ward and John C. Honey. University-Sponsored Executive Development Programs in the Public Service. Washington, D.C.: 1966, 75pp.

16.23 Stone, James C. Teachers for the Disadvantaged. Series in Higher Education. San Francisco: Jossey-Bass, Inc., 1969, 275pp. ED 049 329

Describes training projects to prepare teachers of disadvantaged children.

16.24 Welbourne, James. "The Urban Information Specialist Program: First Year." College Park, Maryland: University of Maryland, June 1971, 75pp. ED 051 830

How library education might address its social responsibilities.

Cross-references: 2.80, 7.15, 9.6, 22.12, 25.7, 26.15, 32.12.

17. Educating Urban Citizens

17.1 Barton Allen H. Studying the Effects of College Education: A Methodological Examination of 'Changing Values in College'. New Haven: Hazen Foundation, 1959.

Analyses Jacob, P. E., (17.5).

17.2 Clark, B. "The 'Cooling Out' Function of Higher Education," American Journal of Sociology, May 1960.

17.3 Committee on Assessing the Progress of Education. "Citizenship Objectives." Ann Arbor, Michigan: National Assessment of Educational Progress, 1969. ED 033 871

Sets out methodology for determining desired citizen attitude and behavior. Offers own list of objectives for 9 year olds through adults.

17.4 Dreeben, Robert. On What Is Learned in School. Addison-Wesley, 1968.

Presents general model of education as screening and socialization mechanism.

17.5 Inkeles, Alex. "Social Structure and the Socialization of Competence," Harvard Educational Review, June 1966.

17.6 Jacob, Philip E. Changing Values in College: An Exploratory Study of the Impact of College Teaching. New York: Harper, 1957.

17.7 Leland, C. A. and M. M. Lozoff. College Influences on the Role Development of Undergraduates. Stanford, California: Institute for the Study of Human Problems, Stanford University, 1969.

17.8 McConnell, T. R. "Do Colleges Affect Student Values?" Change, March 1972, p. 9.

17.9 McDermott, John. "The Laying on of Culture." The Nation, March 10, 1969, 7pp.

Argues that one function of university is to suppress local and popular culture in the interests of national, elitist culture.

17.10 Martin, Warren Bryan. "Education as Intervention." Berkeley: Center for Research and Development in Higher Education, 1968. ED 026 000

Students required to accept values emphasizing work, compromise, pluralism as means of power, fame and wealth. Student success judged by acceptance of institutional values. Internal and external pressures on university might force changes in organization: authority structures, disciplinary boundaries, student-teacher relation.

17.11 Parsons, Talcott. "The School Class as a Social System: Some of Its Functions in American Society," Harvard Educational Review, Fall 1969.

Seminal. Applicable to analyzing functions of higher education.

17.12 Shaw, Paul C. "The Urban University Student: A Political Profile." Paper prepared for presentation at Annual Meeting of District of Columbia Sociological Society, Howard University, May 13, 1972, 18pp. + appendices.

Reports research on activity of Pitt students during Fall 1970 elections.

17.13 Tumin, Melvin M. "An Inventory of Research and Theory Regarding the Relationship between Education and Citizenship." ED 010 425

Identifies variables. Develops model. Discussed problems in model (diversity of goals, ideal vs. actual, comparison across cultures, difference among action as to goals chosen).

17.14 Willie, Charles V. "Educating the Urban Student for the Urban Way of Life." Boston: Center for the Study of Liberal Education for Adults, 1967. ED 011 367

Urges university to educate leaders from and for all levels of community, involve itself with current controversial community issues, teach activists the benefits of reasoned thought, teach thinkers methods and techniques of effective action. Presents case study on school integration in Syracuse, New York and 2 programs pertaining to community leadership development.

Cross-references: 1.7, 1.10, 2.7, 2.17, 2.20, 2.43, 2.44, 2.53, 2.56, 2.59, 2.63, 2.65, 2.74, 14.3, 25.14, 25.28.

18. Access to Higher Education

18.1 American Council on Education. Higher Education for Everybody? Issues and Implications. Washington, D.C.: The Authors, 1970, 133pp. ED 045 018

Papers for annual A.C.E. meeting dealing with programs, needs for higher education, quality, admissions, politics of decision making, finances, and reform.

18.2 Association of American Medical Colleges. Minority Student Opportunities in U.S. Medical Schools, 1970-71. Washington D.C.: The Authors, 1970, 162pp. ED 046 322

Results of questionnaire sent to 101 med schools -- 98 responded.

18.3 Association of University Programs in Hospital Administration. "A National Program to Expand Educational Opportunity in Hospital and Health Care Administration." Washington, D.C.: The Authors, 1971, 57pp. ED 052 732

18.4 Beal, Rubye M. "Open Admissions in the Community Junior College." Paper presented at American Personnel and Guidance Association Convention, Atlantic City, New Jersey, April 1971. ED 055 296

Community colleges have introduced innovations such as: (1) increased access to post-secondary education, (2) end of "grading" as punitive system, (3) individual progress at own pace, (4) stimulation to learn, (5) focus on individual development, (6) well-trained "student personnel workers," (7) good teachers, (8) participation.

18.5 Bryant, M. Howard. "On Expanding Access to Education for Financially Disadvantaged Students." Charlottesville: University of Virginia, 1971, 15pp. ED 051 318

Offers practical approach for distributing financial aid to disadvantaged students based on identifying them and their enrollment pattern.

18.6 Carnegie Commission on Higher Education. A Chance to Learn: An Action Agenda for Equal Opportunity in Higher Education. New York: McGraw-Hill, 1970.

18.7 Carnegie Commission on Higher Education. Quality and Equality: Revised Recommendations -- New Levels of Federal Responsibility for Higher Education. A Supplement to the 1968 Special Report by the Carnegie Commission on Higher Education. Hightstown, New Jersey: McGraw-Hill, 1970, 37pp. ED 042 426

Discusses financial aid to students and institutions, counseling and talent search programs, projections of future funding needs.

18.8 City University of New York. The Open Admissions Story; 1970 at the City University of New York. New York: CUNY, December 3, 1970, 95pp. ED 048 820

18.9 Coleman, James S. "The Concept of Equality of Educational Opportunity." Baltimore: Johns Hopkins University, 1967. ED 015 157

Examines the concept in terms of its meaning to society. Sees change from provision of equal learning facilities to responsibility for compensatory programs.

18.10 College Entrance Examination Board. Barriers to Higher Education. New York: CEEB, 1971, 159pp. ED 050 694

Conference papers discussing organization, admissions, predicting success, test scores, and finances in context of equalizing access to higher education for poor and minorities.

18.11 College Entrance Examination Board. "Financing Equal Opportunity in Higher Education." New York: The Authors, 1970, 53pp. ED 046 333

18.12 Crossland, Fred E. Minority Access to College. New York: Schocken Books, 1971, 139pp.

18.13 DeWitt, Laurence B. "A Lottery System for Higher Education." Syracuse: Syracuse University Research Corporation, May 1971, 8pp. ED 053 643

Proposes lottery as random admissions procedure to assure equal opportunity.

18.14 Driscoll, Brian Michael. "Study of the Admissions Practices of Colleges and Universities in Regard to Paroled Ex-Offenders." Morehead State University, Kentucky, 1971. ED 060 801

34% return on questionnaire sent to 2,229 colleges and other institutions of post-secondary education about admissions, cooperation with penal institutions, and financial aid. Catalogue.

18.15 Dyer, James S. "Assessing the Effects of Changes in the Cost of Higher Education to the Student." Santa Monica: RAND Corporation, June 1970, 18pp. ED 045 012

18.16 Educational Testing Service. Graduate and Professional School Opportunities for Minority Students. Princeton: Educational Testing Service, 1971, 240pp.

18.17 Egerton, John. State Universities and Black Americans: An Inquiry into Desegregation and Equity for Negroes in 100 Public Universities. Southern Education Reporting Service, May 1969.

18.18 Etzioni, Amitai. "Nine Aspects of the Policy of Open Admissions." Washington, D.C.: AAHE, March 1971, 19pp. ED 050 696

Discusses economic barriers, image of "open admissions" as "for blacks," standards, compensatory education, questionable relation between admissions and social advances, differential admissions, two-year colleges, mix between professional and vocational training, and teaching requirements under new system.

18.19 Ferrin, Richard I. A Decade of Change in Free-Access Higher Education. New York: College Entrance Examination Board, 1971, 81pp. ED 052 758

18.20 Friedman, Nathalie and James Thompson. The Federal Educational Opportunity Grant Program: A Status Report, Fiscal Year 1970. Final Report. New York: Bureau of Applied Social Research, Columbia University. ED 056 253

Study of how well EOG program was increasing access to higher education. Seven chapters: evaluation, research, methodology, EOG students, EOG institutions, financial aid, policies-practices-packaging, site visits, program success. Bibliography.

18.21 Godard, James M., et. al. The Negro and Higher Education in the South. Atlanta: Southern Regional Education Board, August 1967. ED 017 047

Recommends that educational leaders in the region aim for providing equal higher education opportunities for Negroes in the South through compensatory education, planned unitary system of higher education, resource input into equal opportunity.

18.22 Hartman, Robert W. Credit for College; Public Policy for Student Loans. A Report for the Carnegie Commission on Higher Education. New York: McGraw-Hill, 1971, 152pp.

18.23 Healy, Timothy S. "Will Everyman Destroy the University?" Saturday Review, December 20, 1969, pp. 54-66, 67-69.

18.24 Henderson, Algo and Natalie Gumas. Admitting Black Students to Medical and Dental Schools. Berkeley: University of California, 1971, 106pp. ED 049 717

18.25 Human Affairs Research Center. "The Expansion of Equal Educational Opportunities; An Evaluation Study of the New York State Higher Education Opportunity Program." Final Report, Part 2. New York: The Authors, 1970, 49pp. ED 051 763

18.26 Kerr, Clark. "Should Everyone Be Able to Go to College?" Honolulu: University of Hawaii, January 1970, 11pp. ED 050 654

18.27 Kester, Donald L. "Social Demand Analysis, Cost-Benefit Analysis, and Manpower Analysis Converge to Present a Clear Mandate--The Open Door Must Remain Open." 1970, 26pp. ED 045 070

18.28 Klingelhofer, Edwin L. "Do Race and Economics Decide Who Gets What?" Palo Alto: College Entrance Examination Board, January 12, 1971, 20pp. ED 047 644

18.29 Kuusisto, Allan A. "Report of the Conference on Two-Year Colleges and the Disadvantaged." Albany: State Education Department, June 1966. ED 017 247

Discusses need for institutional commitment to making education available to disadvantaged and to ensuring their success. Also practical considerations such as flexible admissions criteria and pre-admissions counseling.

18.30 Martyn, Kenneth. "California Higher Education and the Disadvantaged: A Status Report." Sacramento: California Coordinating Council for Higher Education, 1968. ED 025 570

Programs to increase access to higher education: recruiting, finance, motivation, tutoring, training, admissions criteria.

18.31 Martyn, Kenneth A. "Increasing Opportunities in Higher Education for Disadvantaged Students." Sacramento: California State Coordinating Council for Higher Education, July 1966. ED 012 590

Defines disadvantaged in terms of family income and place of residence. Points out areas where improvement needed: recruitment, tutoring, student projects in community. Most disadvantaged California college students enrolled in junior colleges. Recommends greater sensitivity to financial aid and parent contact.

18.32 Moynihan, Daniel P. "On Universal Higher Education." Washington, D.C.: American Council on Education, October 8, 1970, Speech, 45pp. ED 045 019

18.33 National Urban League. "Statement of the Board of Trustees, National Urban League on Open Admissions in American Colleges and Universities." New York: The Authors, February 1970, 6pp. ED 050 682

Urges open admissions.

18.34 New York State Education Department. Higher Education Opportunity Program, 1970-71. Interim Report. Albany: The Authors, January 1971, 121pp. ED 051 771

18.35 _____. "Higher Education Opportunity Program. Part One. Final Report." Albany: The Authors, 1970, 71pp. ED 043 306

Program provides grants to institutions to recruit economically and educationally disadvantaged students. Reports history, proposed evaluation procedures, preconditions for success, problems.

18.36 New University Conference. Open Up the Schools. NUC Papers No. 3. Chicago: NUC, 1971, 55pp.

Collection of papers setting out analysis behind and reporting on attempts to implement program to increase access to and restructure post-secondary education.

18.37 Nichols, David C. and Olive Mills, eds. The Campus and the Racial Crisis. Washington, D.C.: American Council on Education, 1970, 309pp.

Collection of papers discussing racial issues faced by institutions of higher education and their responses.

18.38 Nunez, Rene, Comp. "A Proposal of Guidelines for Reordering Educational Process of Recruitment and Admissions." Long Beach, California: California State College, 1969. ED 031 321

Higher education has an obligation to meet educational needs of Chicanos. Theory and/or practical steps towards equity, relevance, and accessibility outlined, including recruitment and admissions plans for forming committee, proportional representation, and financial support. Guidelines and admissions criteria for faculty, students, and staff outlined.

18.39 Department of Health, Education, and Welfare. "Equality of Educational Opportunity -- Summary." Washington, D.C.: The Authors, July 2, 1966. ED 015 953

Includes discussion of: (1) academic characteristics and racial preferences of future teachers and (2) negro higher education.

18.40 O'Neil, Robert M. "Beyond the Threshold: Changing Patterns of Access to Higher Education." Washington, D.C.: American Council on Education, 1970. Speech at Annual Meeting, 8pp. ED 046 346

18.41 Panos, R. J. and A. W. Astin. "Attrition among College Students." Washington, D.C.: American Council on Education, 1967. ED 014 113

Concludes that dropouts from poor backgrounds have no plans for graduate school, and generally lower grades in secondary school. Positive peer relationships, participation in activities, faculty concern for students, and certain administrative policies are related to student persistence in college.

18.42 Rever, Philip R., ed. Open Admissions and Equal Access. Iowa City: American College Testing Program, 1971. Papers at 1970 National Conference of AAHE, 109pp. ED 051 747

18.43 Riess, Louis C. "Project College-Bound, A Financial Assistance Program for High School Graduates Attending 1967 Summer Session." Pasadena City College, California, 1967. ED 019 967

Basic difference in Pasadena project was use of money as motive: to bridge summer gap between high school and college and overcome trauma of transfer to middle-class oriented institution.

18.44 Rislov, Sigurd. "Administrative Problems in Relation to the Open Door Policy of Community Colleges." Report of the Drive-In Conference. Detroit: Wayne State University, October 28, 1966. ED 019 071

Discusses problems of achievement, background, reading programs. Describes basic preparation course and experimental general education program.

18.45 Rosner, Benjamin. "Open Admissions at the City University of New York." Washington, D.C.: American Association for the Advancement of Science, December 1970, 13pp. ED 050 676

18.46 Schrag, Peter. "Open Admissions to What?" Washington, D.C.: AAHE, March 1970, 4pp. ED 050 697

18.47 Sedlacek, William E., et. al. "Black and Other Minority Admissions to Large Universities: Three Year National Trends." College Park, Maryland: Cultural Study Center, University of Maryland, 1972. ED 061 409

Survey of Fall '71 admissions indicates same level of 4% as 1970. Fewer blacks entering college. Study of social change and admissions practices.

18.48 Shell, Karl, et. al. "The Educational Opportunity Bank," National Tax Journal, March 1968.

18.49 Shulman, Carol H. "Open Admissions in Higher Education." Washington, D.C.: ERIC Clearinghouse on Higher Education, June 1971, 20pp. ED 051 440

Reviews issues on basis of annotated bibliography of 43 items.

18.50 Spady, William. "Educational Mobility and Access in the U.S.: Growth and Paradoxes," American Journal of Sociology, November 1967.

Presents evidence that intergenerational mobility in years of schooling has not increased since 1900.

18.51 Stanley, Julian C. "Predicting College Success of Educationally Disadvantaged Students." Baltimore: Johns Hopkins University, September 1970, 45pp. ED 043 295

Test scores, grades, persistence. Argues that admission to selective colleges should be based substantially on test scores and high school grades regardless of ethnic or socioeconomic background.

18.52 Weathersby, George B. "Student Tuition Models in Private and Public Higher Education." September 1970, 27pp. ED 046 066

Discusses use of mathematical models.

18.53 Willingham, Warren W. "Educational Opportunity and the Organization of Higher Education." Palo Alto: College Entrance Examination Board, June 1970, 39pp. ED 043 276

Issues involved in implementing educational opportunity: functions of higher education, universal access or universal attendance, curriculum, local vs. regional colleges, autonomy vs. control, who will pay?, access criteria. Presents findings of national study on access to higher education.

18.54 _____. Free-Access Higher Education. New York: College Entrance Examination Board, 1970, 250pp. ED 044 080

Describes degree of accessibility of all institutions in U.S. and estimates population in commuting distance of more open institutions. Attempts to measure extent to which higher education serves the population.

18.55 Watley, Donivan J. "Black and Non-Black Youth: Finances and College Attendance." Evanston, Illinois: National Merit Scholarship Corporation, 1971, 21pp. ED 052 713

18.56 Young, Kenneth E. "Access to Higher Education." Washington, D.C.: American Association of State Colleges and Universities, April 1971, 66pp. ED 052 710

Correlates access with student characteristics: age, sex, race, religion, residence, SES, educational preparation.

Cross-references: 1.3, 1.10, 2.9, 2.10, 2.12, 2.16, 2.20, 2.21, 2.38, 2.48, 2.53, 2.54, 2.55, 2.57, 2.67, 2.70, 2.71, 2.73, 2.76, 2.78, 2.80, 5.2, 5.4, 6.18, 7.26, 7.44, 8.8, Section 9, 29.14, 29.15, 35.37, 35.38.

## 19. Economic Opportunity through Higher Education

19.1 Anderson, C. Arnold. "A Skeptical Note on the Relation of Vertical Mobility to Education," American Journal of Sociology, 66, May 1961. ED 560-70

19.2 Asbell, Bernard. "New Directions in Vocational Education, Case Studies in Change." Washington, D.C.: Office of Education, Department of Health, Education, and Welfare, 1967. ED 020 326

Presents studies of 5 locally initiated programs.

19.3 Bane, Mary Jo and Christopher Jencks. "The Schools and Equal Opportunity," Saturday Review of Education, 55:38, October 1972, 37-42.

Article based on research presented in Jencks et. al., Inequality: A Reassessment of the Effect of Family and Schooling in America, Basic Books, October 1972.

19.4 Becker, Gary S. Human Capital. New York: National Bureau of Economic Research, 1964.

Seminal.

19.5 _____. The Economics of Discrimination. Chicago: The University of Chicago Press, 1957.

19.6 _____. Human Capital and the Personal Income Distribution. Ann Arbor: University of Michigan, 1967.

Recent restatement of human capital approach.

19.7 _____ and B. R. Chiswick. "The Economics of Education and the Distribution of Earnings," American Economic Review, May 1966.

19.8 Berg, Ivar. Education and Jobs: The Great Training Robbery. New York: Praeger, 1969.

Disputes correlation between education and productivity. Analyzes relation between education certificates and job hiring and advancement. Warns that programs aimed at ameliorating poverty by giving poor more educational certificates are self-defeating.

19.9 Committee for Economic Development. Raising Low Incomes through Improved Education, A Statement on National Policy. New York: September 1965. ED 019 396

Urges greater public and private efforts to improve and extend education, including post-secondary, which CED considers instrument for raising productivity and, thereby, incomes.

19.10 Dauwalder and Associates. "The Administration and Planning of Vocational-Technical Education in Pennsylvania." Pennsylvania State Board for Vocational Education, 1964. ED 018 634

19.11 Eckland, Bruce K. "Social Class and College Graduation: Some Misconceptions Corrected," American Journal of Sociology, 70, July 1964, 36-50.

19.12 George Peabody College for Teachers. "Vocational Education in Utah, A Survey Report." Nashville, Tennessee: The Authors, 1966. ED 016 785

Fourteen areas of vocational-technical education were surveyed, including trade and technical education in post-secondary schools. Study concerned with state goals, programs, and policies. Current status and major recommendations for each area are presented.

19.13 Greiber, C. L. "Guidelines for Vocational-Technical Programs." Wisconsin Board of Vocational, Technical, and Adult Education, November 14, 1967. ED 017 673

Policies, procedures, regulations applying to development of technical programs in Wisconsin. Document should be useful in program planning. Goals and procedures set out.

19.14 Hanoch, Giora. "Personal Earnings and Investment in Schooling," The Journal of Human Resources, Summer 1967.

19.15 Henderson, Algo D. "Social Change and Educating for the Professions," School and Society, February 1970, 92-98.

19.16 Jencks, Christopher. "Social Stratification and Mass Higher Education," Harvard Educational Review, Spring 1968.

19.17 Journal of Political Economy. Supplement. October 1962.

Collection of seminal articles on investment in human resources, particularly through education.

19.18 Katz, Joseph, et. al. No Time for Youth: Growth and Constraint in College Students. San Francisco: Jossey-Bass, 1968.

19.19 _____, H. A. Korn, C. A. Leland, and Max Levin. Class, Character, and Career: Determinants of Occupational Choice in College Students. Stanford, California: Institute for the Study of Human Problems, Stanford University, 1969.

19.20 Johns, Roe L., et. al., eds. Economic Factors Affecting the Financing of Education. Gainesville, Florida: National Educational Finance Project, 1970.

Chapter by Mary Jean Bowman criticizes Berg's (19.8) underlying theory and his methods. Her argument, however, seems to strengthen the contention that educational certificates are a poor tool for alleviating poverty.

19.21 Lipset, S. M. and R. Bendix. Social Mobility in Industrial Society. Berkeley: University of California Press, 1959.

19.22 Miller, Herman. Rich Man, Poor Man. T. Y. Crowell, 1964.

19.23 Miller, S. M. "Credentialism and the Education System." Paper presented for American Orthopsychiatric Association, 1967. ED 018 469

Recommends structural reforms to remove credentials' barrier to social mobility. Argues against credentials as measures of productivity.

19.24 Piore, Michael J. "Jobs and Training," in Beer and Barringer, eds., The State and the Poor. Winthrop Publishers, 1970.

Presents "dual labor market" theory which seeks to explain how education is (or is not) translated into productivity and income.

19.25 Reich, Michael. "The Economics of Racism," in David Gordon, ed., Problems in Political Economy: An Urban Perspective. Lexington, Massachusetts: D. C. Heath and Company, 1971, pp. 107-113.

Empirical test of Becker's explanation (19.5) for discrimination. Questions its ability to explain questions like the allocation of resources to public services like higher education.

19.26 Ribich, Thomas. Education and Poverty. Washington, D.C.: The Brookings Institution, 1968.

Argues that schooling ineffectual in overcoming poverty. Does not emphasize higher education.

19.27 Rice, D. C. and P. E. Toth, eds. "The Emerging Role of State Education Departments with Specific Implications for Divisions of Vocational-Technical Education." Columbus: Ohio State University, 1967.

Reports on national conference.

19.28 Sewell, William H. and Vimal P. Shah. "Socioeconomic Status, Intelligence, and the Attainment of Higher Education," Sociology of Education, Winter 1970, 1-23.

19.29 Taylor, Lee. Urban-Rural Problems. Belmont, California: Dickenson Publishing Company, 1968.

Economic and cultural problems arise when rural poor migrate to cities. Author recommends possible solution of encouraging migrant youth to aspire to higher and vocational education.

19.30 Thurow, Lester C. Poverty and Discrimination. Washington, D.C.: The Brookings Institution, 1969.

19.31 _____. "The Theory of Grants-in-Aid," National Tax Journal, December 1966.

19.32 Weiss, Randall. "The Effect of Education on the Earnings of Blacks and Whites," The Review of Economics and Statistics, May 1970.

Offers empirical evidence that education (in general) not worth the cost to blacks.

19.33 Windham, Douglas M. Education, Equality, and Income Redistribution; A Study of Public Higher Education. Lexington, Massachusetts: Heath, 1970, 120pp.

Cross-references: 1.10, 2.9, 2.10, 2.20, 2.26, 2.31, 2.38, 2.41, 2.48, 2.53, 2.54, 2.59, 2.63, 2.70, 2.74, 2.76, 2.78, 2.80, 2.95, 6.33, 6.37, 18.50, 24.18, 27.23, 31.17

## 20. Programs for Minority Students

20.1 Altman, R. A. and P. O. Snyder, eds. The Minority Student on the Campus: Expectations and Possibilities. Denver: WICHE, 1970, 219pp. ED 046 547

20.2 Arnstein, George and Charles Mosmann. "Learning to Cope with the Urban Crisis," College and University Business, 46, April 1969, 85-100.

Presents methods for dealing with institutional racism in recruitment and curriculum.

20.3 Haettenschwille, D. L. "Counseling Black College Students in Special Programs," 1970, 14pp. ED 049 474

Advocates an outreach approach.

20.4 Lombardi, John and Edgar A. Quimby. "Black Studies in Community Colleges. PREP -- 26." Washington, D.C.: U. S. Government Printing Office, 1971. ED 055 579

Origin and purposes, curriculum, suggest improvements, current issues.

20.5 Resnick, Solomon. "Black Power and Education: The SEEK Experience at Queens College." New York: City University of New York, May 1970, 11pp. ED 044 455

Account of confrontation over SEEK, a remedial program for black students.

20.6 Robinson, Jackie. "The SEEK Program: A SEEK Student's View." New York: City University of New York, July 1970, 16pp. ED 044 456

Student's account of the futile confrontation.

20.7 SREB. "The College and Cultural Diversity: The Black Student on Campus: A Project Report." Atlanta, 1971. ED 055 563

Report on innovative non-remedial programs for minority students. Categories: (1) recruiting and admissions; (2) instruction; (3) counseling; (4) campus living; (5) graduate and professional schools.

Cross-references: 2.38, 3.38, 6.42, 7.27, 7.44, 8.11, Section 9, 14.13, 16.5, 16.6, 16.10, 25.22.

## 21. Programs for Disadvantaged Students

21.1 American Association of Junior Colleges. "Community College Programs for People Who Need College: Articles on Community College Programs for the Disadvantaged." Washington, D.C.: The Authors, 1970, 90pp. ED 045 084

21.2 Astin, Alexander W. "Open Admissions and Programs for the Disadvantaged." Washington, D.C.: AAHE, March 1971, Speech, 18pp. ED 050 692

21.3 Astin, Helen S. "Educational Progress of Disadvantaged Students." Washington, D.C.: Bureau of Social Science Research, Inc., August 1970, 77pp. ED 043 082

21.4 Cartey, Wilfred and Anne Morrison. "Compensatory Education Programs in Higher Education: A Nationwide Survey." New York: Columbia University Urban Center, February 1970, 25pp. ED 058 334

Surveyed 185 4-year institutions, predominantly white, in or near cities about courses and programs in ethnic studies, admissions policies, compensatory services for disadvantaged students, and community-related projects.

21.5 Christensen, Frank A. "The Development of an Academic Support System for Educationally Disadvantaged Students." April 1971, 11pp. ED 050 211

A paper presented at convention of American Personnel and Guidance Association, Atlantic City, New Jersey, April 1971. Places emphasis on developing basic skills -- reading, writing, critical thinking.

21.6 Dispenzieri, Angelo, et. al. "An Overview of Longitudinal Findings on a Special College Program for Disadvantaged Students." February 1972, unpublished paper, 27pp. ED 047 078

21.7 Gordon, Edmund W. The Higher Education of the Disadvantaged. New Dimensions in Higher Education, No. 28. Durham, North Carolina: Duke University, April 1967. ED 013 350

Surveys literature, noting conflicting trends (recruitment of disadvantaged, rising admissions criteria). Annotated bibliography.

21.8 Harclebroad, Fred F. "Disadvantaged Students: What Makes for College Survival." Washington, D.C.: AAHE, March 1971, 11pp. ED 052 509

Speech delivered at conference of AAHE.

21.9 Harris, Beatrice and Lawrence Brody. Discovering and Developing the College Potential of Disadvantaged High School Youth: A Report of the Fourth Year of Longitudinal Study on the College Discovery and Development Program. New York: City University of New York, Division of Teacher Education, June 1970, 152pp. ED 042 824

Fourth annual report describes the educational progress of students admitted to the program. Data on socioeconomic background and previous achievement were collected and analyzed.

21.10 Holland, Nora. Students at a Disadvantage in Higher Education with Special Reference to Social Work Programs. New York: Council on Social Work Education, 1972, 72pp.

21.11 Knoell, Dorothy M. "Toward Educational Opportunity for All." Albany: State University of New York, 1966. ED 011 454

Reports research on two-year program for urban disadvantaged. Summarizes 6 background papers and sets out guidelines for establishing and developing SUNY urban centers.

21.12 Melnick, Murray. "Higher Education for the Disadvantaged: Summary." Hempstead, New York: Hofstra University, Center for Study of Higher Education, April 1971, 48pp. ED 052 695

Reviews success of Upward Bound students and performance of disadvantaged students in college.

21.13 _____. "Review of Higher Education for the Disadvantaged." September 1971, 17pp. ED 054 288

Paper for American Psychological Association Convention, Washington, September 7, 1971. Says more and better controlled studies of their achievement are needed, preferably longitudinal, offering clear information on the extent of remediation employed.

21.14 Missouri, University of. College of Arts and Sciences. "Report on Transitional Year 1969-70." Kansas City, Missouri: University of Missouri - Kansas City, 1970, 19pp. ED 049 673

Program to assist students from inner-city high schools when they first attend the university.

21.15 Romney, M. C. and J. T. Okedara. "A Report on Programs for the Disadvantaged in the Oregon State System of Higher Education." Portland: Office of Academic Affairs, November 17, 1969, 109pp. ED 044 067

Defines "disadvantaged". Summarizes barriers to higher education, values behind the programs, and evaluation mechanisms.

21.16 Spuck, Dennis W., et. al. "Description of a Compensatory College Education Program for the Disadvantaged and Its Associated Research and Evaluation Program." Claremont Graduate School, California, 1969, 7pp. ED 042 827

Forty students admitted in 1968 with full financial support. Research objectives: (1) evaluate and account for areas of success and failure, (2) make research available locally and nationally, (3) provide basis for change in this and other programs.

21.17 Trent, William T. "College Compensatory Programs for Disadvantaged Students." Washington, D.C.: ERIC, September 1970, 18pp. ED 042 932

21.18 Williams, Robert L. "What Are We Learning from Current University Programs for Disadvantaged Students?" Knoxville: University of Tennessee, 1968. ED 024 342

Small efforts being made to meet needs of high risk students. Programs need full support. Students should be integrated into University community. Must fight apathy. List of university programs attached.

Cross-references: 16.2, 16.15, 16.23, 18.29, 23.8, 25.26, 25.31, 31.2

PART IV: INSTITUTIONAL ACTIVITY IN THE COMMUNITY

22. Community Projects and Programs

22.1 "UNC Aids Black Businessmen." The News and Observer, Raleigh, North Carolina, August 27, 1972, p. IV-9.

News story about Chapel Hill Business School's "Venture Management" program.

22.2 Bard, Morton. "Extending Psychology's Impact through Existing Community Institutions." Paper presented at the 76th Annual Convention of the American Psychological Association, San Francisco, September 1968. ED 024 345

University can provide psychological services through community institutions and may be more economical and effective in so doing. In this, CCNY worked with police to train and support officers to intervene in family crises.

22.3 Barnes, Curtis and Allen Splete, eds. "The University and Social Responsibility." Interim Report. Syracuse, New York: Syracuse University, 1969. ED 027 467

135 Syracuse University programs aimed at urban problems. Five categories: educational opportunity, disadvantaged, community problems, community leadership, university-neighborhood relations.

22.4 Belgum, Harold J., et. al. An Inventory and Assessment of Youth Development Centers at Colleges and Universities in the United States. Washington, D.C.: Office of Child Development, 1971. ED 055 303

Topics: (1) how administrators view youth development centers, (2) what are existing centers doing, (3) degree programs, (4) youth specialists, (5) rise and fall of university-based youth development centers, (6) national system and its feasibility.

22.5 City College of New York. The CUNY College Adapter Project: A Description and Consideration. Final Report. Springfield, Virginia: NTIS, 1970. ED 056 290

Program of work and services for Youth Corps and NDTA trainees to help prepare them for college provided link between university and manpower program.

22.6 Clemens, Donald J., ed., and others. Seminar on Urban Transformation. Paducah Junior College, Kentucky, 1968. ED 023 772

Paducah Junior College under grant, Title I, Higher Education Act, began in 1967-68: (1) seminar series for community leaders on urbanization problems which was expanded to (2) lecture series on community problems (3) use of research facilities to collect data on community, thus creating working ties between college community and city administration (4) "experimental program in performing arts in disadvantaged areas" as basis of future goodwill when undertaking action to solve community problems. Lecture series makes up most of report, concerns urban renewal in St. Louis, low-income housing project and civic beautification and attraction of industry.

22.7 Columbia University. "The Urban University: A Report on the Activities of the Urban Center, September 1, 1967 - June 30, 1970." ED 054 719

1966: Ford Foundation extended $10 million in credit to Columbia to help University get more involved in urban and minority problems. September 1967: Urban Center started for purpose of increasing University awareness and ability to deal with city. Center originally conceived of and operated as a help and catalyst for actions carried out by other parts of the University. Report contains rationale for Center's taking on active role.

22.8 The Committee on the University and the City. The University and the City. Cambridge, Massachusetts: Harvard, Today Publications, 1969, 36pp.

Interim report on Harvard's activities.

22.9 Cox, Eric. "The University and the Decaying American City." Educational Record, Fall 1964, 395-400.

22.10 Edwards, Gordon. "The University and the Ghetto." Paper presented at the National League of Cities Annual Congress of Cities, New Orleans, Louisiana, December 1968. ED 029 205

Buffalo Storefront Experiment (Title I HEA) intended to open channels between university and community. Programs included: high school equivalency, remedial reading, tutoring, computer training. Used upwardly mobile community people on steering committee. "University of the Streets" classes: business, math, black history. Three lessons: begin small and don't promise anything, get as much community involvement as possible, don't move faster than "community policymakers."

22.11 Elsner, Paul A. "The Peralta Colleges Inner City Project: A Demonstration Project." Washington, D.C.: American Association of Junior Colleges, December 1970, 86pp. ED 047 673

First of four reports in The Urban Community College Project Series.

*22.12 Fisher, Francis D. An Impression of "The Oakland Project:" Considerations Important to the Design of Projects Linking Universities and City Government. Washington, D.C.: The Urban Institute, February 1972.

Describes five-year project which placed Berkeley graduate students in Oakland City government. Discusses problems and lessons of project, especially its utility to city and student, and "alternative university-city structures."

22.13 Governmental Pesearch Institute, Inc. "Role of the University in the Community. I." Lincoln, Nebraska: The Authors, 1969. ED 034 493

Examines some programs connected with school/community role. Technical expertise not enough to resolve problems and conflict. Conflicting values and interests exist. Describes programs -- faculty assisted and advised local governments, research on state government problems, internship programs.

22.14 _____. "Role of the University in the Community. II." Lincoln, Nebraska: The Authors, 1969. ED 034 494

Shows areas of cooperation between University of Nebraska and City of Lincoln and problems in relationship. Areas include joint staff meetings, university faculty-staff assistance to city, campus-city police cooperation. Main problems -- forming cooperative structure, communication.

22.15 _____. "Role of the University in the Community. III." Lincoln, Nebraska: The Authors, 1969. ED 034 495

Describes Center for Urban Affairs at Omaha and other activities of University.

*22.16 Gow, Steele and Leslie Salmon-Cox. A University and its Community Confront Problems and Goals. Pittsburgh: Office of the Secretary, University of Pittsburgh, June 1972, 75pp.

Reports on results of community forums which were part of university-urban interface program.

22.17 Guthrie, Robert V., et. al. Feasibility of Urban Service Opportunity and Curricular Amplification: "The St. Louis Project." Final Report. ED 026 979

Feasibility study of small exurban college setting with residence unit in inner city to broaden course work, participate in community development as community members, provide workers for agencies in community to supplement existing services and meet unmet needs. Study indicates more feasible to rent or lease than to buy. Costs, courses, services, administration discussed.

22.18 Higher Education Center for Urban Studies (Bridgeport, Connecticut), Final Report. ED 056 302

Program to open up higher education to model city residents and staff of anti-poverty agency. Citizen participation. Staffing. Unique thing about program is assistance to faculty in understanding special problems of students.

22.19 Nordlie, Peter G., et. al. "Role of College-Community Relationships in Urban Higher Education. Volume II, A Study of Federal City College." Washington, D.C.: Federal City College, 1969. ED 041 571

Results of FCC survey to see what people involved or affected by college considered desired goals, obstacles, and other relevant role topics. Interviews with faculty, staff, students, and administration: perception of objectives, obstacles, college-community relations, decision-making processes, students' motivation, curriculum, staff motivation. Findings carried out to specific tasks (program design and evaluation tasks and problem definition studies).

22.20 Perry, Yvonne and Edward Cahill. The Community Leadership Seminar: A Report on a University-Community Joint Venture. Philadelphia: University of Pennsylvania, Human Resources Center, June 1971, 142pp. ED 053 387

Program for training indigenous leadership in coping with the problems of urban society is described.

22.21 University of Pittsburgh. University-Urban Interface Program. Pittsburgh: April 1972, 16pp.

Brochure describing program monitoring five projects: (1) minority and community services, (2) campus development (3) communications, (4) long-range community goals, (5) university governance for response to community.

22.22 Office of the Secretary, University of Pittsburgh. University-Urban Interface Program. Phase II, Interim Report (April 1970 - June 1971). Pittsburgh: September 1971, 152pp.

Presents overview of program, its context, conceptual framework, methodology, organization, and project summaries.

*22.23 Randolph, Harland A., et. al. "Role of College-Community Relationships in Urban Higher Education. Volume I, Project Summary and Overview. Final Report." Washington, D.C.: Federal City College, 1969. ED 041 569

Presents general background and research tasks for analyzing process of college-community interaction.

22.24 Rayburn, Wendell G. "A Private University Responds to the Educational Needs of the Community." Paper presented to Higher Education Seminar at Eastern Michigan University, December 3, 1968. ED 056 666

Discusses responsibility of private institutions of higher education to contribute to Equal Educational Opportunity, problems of Detroit's minorities, and University of Detroit projects and programs aimed at their educational and social needs.

22.25 Raymond, George M. and Ronald Shiffman. "The Pratt Center for Community Improvement: A University Urban Action Program," Pratt Planning Papers. Brooklyn, New York: January 1967. ED 028 345

Center founded (1963) to spread information on urban renewal, to gain community trust, and to increase community input into decision-making. Resulted in Bedford-Stuyvesant's being most prepared for Model Cities. Lessons: "importance of consistency of purpose, comprehensive goals, community organization, political neutrality, flexibility in rate of progress and in funding"' need for operational more than basic research, communication with bureaucracy.

22.26 Smith, Robert D. "A Statement on the Concept of an Urban Telecommunications Center." . Paper presented at the National Association of Educational Broadcasters 47th Annual Convention. Miami Beach, Florida, October 1971.

Urban Telecommunications Center could offer city: (1) media facilities to learn how to and to produce programs, (2) coordinate and combine community resources, (3) traffic control and other public functions.

Cross-references: 6.18, 7.4, 7.49, 14.2, 14.10

## 23. Extension and Continuing Education

23.1 Bebout, John. "Urban Extension: University Services to the Urban Community," American Behavioral Scientist, 6, February 1963, 24-45.

23.2 _____. "The Idea of the Urban Extension Service," Urban Research and Education in the New York Metropolitan Region, Perloff and Cohen, eds., 82pp. plus App.).

23.3 Deines, Vernon P. "Urbanization, Planning and Higher Education Extension, General Considerations in Community Action." Manhattan, Kansas: Kansas State University, 1967. ED 016 180

Discusses community development and urban extension.

23.4 Dennis, Lawrence E. "The Other End of Sesame Street." Washington, D.C.: AAHE, March 1971, 6pp. ED 050 672

Speech on television for continuing higher education.

23.5 Drazek, Stanley J. "The Agony of the Inner City: What Can Continuing Education Do?" College Park: University of Maryland, 1967. ED 015 377

Series of addresses from a panel program. Discusses programs at Wisconsin, Rutgers, and UCLA.

23.6 Eklund, L. R. and D. R. McNeil. "The University and Residential Education. The University and Continuing Education." New Brunswick: Rutgers University, 25pp. ED 049 405

23.7 Elliott, Lloyd H. "Accreditation or Accountability: Must We Choose?" December 1970, 18pp. ED 047 603

A paper in favor of part-time and continuing education.

23.8 Ellison, Priscilla B. The Orange Extension Center: An Experiment in Higher Education by Lamar State College of Technology. Beaumont, Texas: Lamar State College of Technology, May 1970, 153pp. ED 046 324

Emphasizes educationally disadvantaged youth.

23.9 Ferver, Jack C. "Needed: An Urban Extension Service; Trends, Problems and Possibilities under Title I of the Higher Education Act of 1965." A paper presented at the Regional Title I Conference: St. Louis, Missouri, March 1969. Madison, Wisconsin: Wisconsin Title I HEA Administrator, 1969. ED 030 817

University service projects can help solve community problems, but need more money and more programs. Potential exists to turn Title I into urban extension linking all concerned institutions.

23.10 Ford Foundation. "Urban Extension, a Report on Experimental Programs Assisted by Ford Foundation." New York: The Authors, 1966. ED 011 095

Ford gave grants to eight universities to develop urban extension programs. Most attempted to help local communities create structures for the War on Poverty. Urges universities to increase ability to help state and local governments fit community action programs to Federal requirements. Asks how universities can function effectively in urban affairs.

23.11 Frizzell, John Kitchener. An Organizational Model for the Integration of Extension Systems in the State of Oregon. Ph.D. Dissertation. Wisconsin University, Madison, 1966. ED 024 005

Study of attitudes of continuing education and cooperative extension personnel to merger in general and to particular model for merger developed in study. Principles used in deriving merger model were: coordinative, scalar, functional, staff and line.

23.12 Griffith, William S. "Our Society's Future -- Implications for the Administration of Extension Programs." Madison: University of Wisconsin, 1967. ED 011 638

Urges universities and their extension divisions to lead attack on public problems. Extension methods have helped increase food production in developing nations. Primary technical assistance needed. Education aimed at population control instead of agricultural technology. University leadership requires broader cooperation, new lines of communications, wise allocation of limited extension resources, planning for future needs.

23.13 Helsby, Dean. "The Societal Dimension, A Program of Continuing Education for the State University of New York." Albany: State University of New York, 1967. ED 011 641

New York State University master plan -- programs for those who have not achieved initial educational and occupational objectives.

23.14 Illinois, University of. Extension and Public Service in the University of Illinois. Urbana: University of Illinois, 1967. Phase I Report. ED 023 346

Because of demands made by its environment and growth in actual service function, university needs to examine and decide on its role.

Studies UI's activities -- used structural approach: personnel, finances, clientele, technology, specific programs. Results indicate deep but unplanned involvement, varied clientele, so many techniques as to make gauging of effectiveness impossible. Specific external problems and institutional responses examined.

23.15 _____. Extension and Public Service in the University of Illinois. Urbana: University of Illinois, 1967. Phase II Report. ED 023 347

Contains specific recommendations and outline of master plan involving: commitment by those at top, machinery to implement and coordinate, policy and program improvements, feedback and adjustment.

23.16 Kreitlow, Burton and Teresa MacNeil. "A Model for Educational Improvement in Extension." Madison: University of Wisconsin, April 1970, 11pp. ED 043 829

Idea is traced from entry point into system to where it becomes part of action program. Model includes social change mechanism.

23.17 Lauroesch, William. "The Two-Year College -- Its Role in Continuing Education." Amherst: University of Massachusetts, May 1971, 17pp. ED 052 469

23.18 Levin, Melvin R. and Joseph S. Slavet. Continuing Education. Lexington, Massachusetts: D. C. Heath and Company, 1970, 139pp.

23.19 Liveright, A. A. Learning Never Ends; A Plan for Continuing Education. New York: Delacorte Press, 1968. ED 037 657

Institutions of higher learning should meet needs for continuing education. Foresees College of Continuing Education by 1980 combining continuing education and community services. Four institutes (Occupational and Professional Development, Personal and Family Development, Civic and Social Development, Humanistic and Liberal Development) with 4 centers (Counseling and Community Referral, Research and Professional Development, Metropolitan Studies and Problem Solving). Presents aspects of this plan and ideas for their development.

23.20 _____. "The Uncommon College: The College of Continuing Education at Metropolis University." 1966. ED 018 697

23.21 Modesto Junior College, California. "An Analysis of the Characteristics of the Unemployed and Undereducated as They Relate to Program Planning for Continuing Education in Modesto." December 1963. ED 020 452

23.22 Morton, John R. University Extension in the United States. University of Alabama Press, 1953.

23.23 Murphy, James P. "Alpha Community College: A Model to Demonstrate the Organization and Operation of a Continuing Education Program." September 1969, 23pp. ED 048 853

23.24 _____. "The Emergence of Continuing Education/Community Service/Adult Education as a Community College Function." September 1969, 13pp. ED 048 854

Discusses historical development of community college functions.

23.25 Oregon State Educational Coordinating Council. "Coordination of Continuing Education and Community Services in Oregon." Salem, Oregon, 1968. ED 029 246

Need to avoid duplication, institute formal coordination, expand services to those disadvantaged not covered (conflicts with 'self-supporting' policy). Educational agencies must accept responsibility for and get adequate staff for multi-service programs. Need for local coordinating councils in addition to state council.

23.26 Pace, Lois W. "Women's Needs in Continuing Education." Ft. Collins, Colorado: Colorado State University, August 1966. ED 019 551

Study sought to determine how women felt needs for educational opportunity relate to employment outside the home, stage in family life cycle, and level of education based on questionnaire. Perceived needs were significantly related to educational level but not to family life cycle or to employment outside the home.

*23.27 Petshek, Kirk R. "A New Role for City Universities--Urban Extension Programs." Journal of the American Institute of Planners, November 1964, 304-316.

23.28 Ratchford, C. Brice. "Role of State and Land Grant University Extension Services in Eliminating Rural Poverty." University of Missouri, Columbia, November 1967, 20pp. ED 042 549

Land-grant universities have performed the most important university outreach function in America. University never serves as an instrument of direct social action but can be a vital force in bringing about action on the part of individuals, organizations, and institutions through its educational activities. Through Extension Division, university can work in 4 major areas -- public affairs education, training leaders to work with the poor, direct work with the poor, modifying community organizations. Relevant to discussion of applying land-grant model to cities.

23.29 Richards, John R., et. al. "Continuing Education Programs in California Higher Education -- Delineation of Functions, Coordinating, Finance." California State Coordinating Council for Higher Education, 1963. ED 015 713

Delineates functions for junior colleges, state colleges, the University of California.

23.30 Sharon, Amiel T. College Credit for Off-Campus Study. Report 8. Washington, D.C.: ERIC Clearinghouse on Higher Education, March 1971, 18pp. ED 048 520

23.31 Valley, John R. "An Inventory of External Degree Programs and Proposals." Princeton, New Jersey: Educational Testing Service, 1971, 33pp.

23.32 Waters, Elzberry, Jr. "Application of Demand Analysis in Marketing Continuing Education." Washington, D.C.: George Washington University, 1969. ED 028 403

Written and graphic analysis of question of increasing budget and tuition for off-campus degree programs, emphasizing elasticity of demand, contribution to profit, break-even, and multiple demand functions. Basis was laid for extending model to other off-campus activities.

23.33 Webster, Thomas G., et. al., eds. Continuing Education: Agent of Change. Proceedings of the National Conference on Continuing Education in Mental Health. Washington, D.C.: U. S. Government Printing Office, 1971. ED 057 345

Conference centered on role of continuing education in promoting mental health in a changing society.

Cross-references: 2.14, 35.18, 35.26

## 24. Title I, Higher Education Act, 1965

24.1 Battistelli, V. P. and J. R. Minnis. "Evaluation and Review of Title I, HEA 1965, Florida, 1966-70." Tallahassee, August 1970, 52pp. ED 045 932

24.2 Bradley, N. E. and P. R. Martin. "The Identification of Community Needs in Tennessee: Statewide Report on a Community Service and Continuing Education Program." Knoxville: University of Tennessee, State Agency for Title I, May 1967. ED 018 467

Suggests some types of college level programs to assist in developing communication among public officials, community leaders, and higher education personnel.

24.3 Donaldson, John W. and Lionel O. Pellegrin. "A State Plan for Community Service and Continuing Education Programs under Title I of Higher Education Act 1965; Submitted by Louisiana." Louisiana State Commission on Extension and Continuing Education, June 1967. ED 017 883

24.4 Florida State Department of Education. The 1966 Annual Plan and Program of the State of Florida for Title I, the Higher Education Act of 1965. Tallahassee, 1966. ED 024 652

24.5 National Advisory Council on Extension and Continuing Education. First Annual Report. House Doc. No. 90-110. Washington, D.C.: U. S. Government Printing Office, 1967.

Reports Council actions during first year of Title I HEA 1965 activity.

*24.6 _____. Second Annual Report. House Doc. No. 90-329. Washington, D.C.: U. S. Government Printing Office, 1968, 42pp.

Reports on programs and priorities of second year Title I activities and reviews other Federally supported extension and continuing education programs. Appendix B presents system of classifying urban problems.

24.7 _____. Third Annual Report. House Doc. No. 91-161. Washington, D.C.: U. S. Government Printing Office, 1969, 28pp. ED 031 687

24.8 _____. Fourth Annual Report. House Doc. No. 91-407. Washington, D.C.: U. S. Government Printing Office, 1970, 35pp.

Defends accomplishments of Title I program 1966-1970. Calls on Administration or Congress to restore appropriation.

24.9 _____. Fifth Annual Report. House Doc. No. 92-163. Washington, D.C.: U. S. Government Printing Office, 1971, 65pp.

Reports on status of Council review of Federal programs, FY 1970 Title I program. Appends report by Community Service and Continuing Education Branch, U.S.O.E., state administration, policies and procedures, problems and priorities, finances, and evaluation of program.

24.10 _____. Sixth Annual Report. Washington, D.C.: U. S. Government Printing Office, 1972, 112pp.

Includes "A Question of Stewardship: A Study of the Federal Role in Higher Continuing Education," which examines issues of coordination, legislative base, grant administration, urban extension, student financial aid, and independent study plus specific programs and program areas.

24.11 North Carolina Board of Higher Education. North Carolina State Plan for Title I of the Higher Education Act of 1965. FY 1970. Raleigh: The Authors, 1969, 24pp.

24.12 _____. North Carolina State Plan for Title I of the Higher Education Act of 1965. FY 1971. Raleigh: The Authors, 1970, 27pp. plus Appendices).

24.13 _____. "Report of North Carolina's Community Service and Continuing Education Programs under Title I of the Higher Education Act of 1965, 1966-1972." Raleigh: The Authors, 1972.

24.14 Oliver, Leonard P. Title I of the HEA of 1965: Its Promise and Performance. Unpublished Doctoral Dissertation. University of Chicago, July 1970, 30pp. ED 042 110

Discusses the origins of HEA, evaluates its status. Special problems in funding, advising, and administration.

24.15 Simpson, Bert K. Analysis of the Understanding, Acceptance, and Implementation of the Purposes of Title I HEA 1965. Unpublished Ph.D. Thesis. San Diego: U. S. International University, June 1970, 177pp. ED 044 609

24.16 University of South Carolina. Community Service and Continuing Education Programs Conducted by Institutions of Higher Education in South Carolina. Progress Report. Columbia: The Authors, May 1971, 103pp. ED 050 327

24.17 Sprackling, Marvin S. A Final Report of the Triple Two Project, A Project under Title I HEA of 1965. Kearney State College, Nebraska, May 1967. ED 019 554

To determine perceived needs in south central Nebraska for programs of community service or continuing education and to examine Title I as it might relate to them. Specific needs, most often voiced, which could be developed under Title I, were: police schools, training of local governing boards, community workshop on recreation and services to youth.

24.18 State University of New York -- Farmingdale. "Special Programs under Title I, HEA of 1965." Farmingdale, New York, 1967. ED 015 393

Three daytime non-credit programs in education for community service: training for nurses' aides, hard core unemployed women, and teachers' aides.

24.19 University of Tennessee. Progress and Evaluation Report: A Summary of Activities in Tennessee under Title I HEA 1965. Knoxville: August 1967. ED 012 853

24.20 _____. A Summary of Activities in Tennessee under Title I of the Higher Education Act of 1965. Second Progress and Evaluation Report. Knoxville: 1968. ED 027 461

History and evaluation of 38 university extension programs under Title I, FY 1966, 1967, 1968. Also recommendations for new methods of finance, administration, and choosing Title I programs.

24.21 _____. A Summary of Activities in Tennessee under Title I HEA 1965. Third Progress and Evaluation Report. Knoxville: 1969, 145pp. ED 047 256

24.22 _____. "Annual Amendment to Tennessee State Plan Fiscal 1971: Title I HEA of 1965." Knoxville: June 1970, 24pp. ED 042 103

24.23 _____. "Title I HEA 1965: Annual Amendment to Tennessee State Plan Fiscal 1972." Knoxville: July 1971, 28pp. ED 053 351

24.24 University of Georgia. Georgia State Plan for Community Service and Continuing Education for Fiscal 1968 under Title I HEA 1965. Athens: 1967. ED 014 632

Georgia state agency sponsored conferences to identify problems and assign priorities. Rank order of broad problem areas: community development and planning, occupational competence of local government officials, human relations among organizations and socioeconomic groups, self-realization, family life.

24.25 Welch, Franklin Weldon. Implementation of Title I of the Higher Education Act of 1965 in Tennessee. Ph.D. Thesis. Florida State University, Tallahassee: 1967. ED 028 400

Case study includes discussion of limitations on Title I implementation: University of Tennessee was named state agency, few functions relegated to advisory councils, research emphasis, lack of personnel, poor communication, and lack of experience. Significant correlation between funds and planning with people outside University, population density and numbers of participants who were urban professionals and community leaders.

24.26 West Virginia State Agency for Community Service and Continuing Education Programs. Title I, Higher Education Act of 1965, Community Service and Continuing Education; Annual Report for Fiscal 1968. Morgantown, West Virginia: 1968. ED 035 842

24.27 Whipple, James B. "Title I of the Higher Education Act of 1965: Evaluation of the Present Program: Recommendations for the Future." 1970. ED 036 682

Shows weaknesses in evaluation procedures and new approaches. Author feels evaluation of Title I impossible due to lack of direction, leadership, or system. Recommends -- "create viable system, establish active leadership."

Cross-references: 6.12, 16.17, 22.6, 22.10, 23.9, 26.18, 26.19, 27.24, 31.17

## 25. Adult and Community Education

25.1 Association of University Evening Colleges. Radical Changes in Higher Adult Education. Norman, Oklahoma: The Authors, 1971, 129pp. ED 058 547

Proceedings of annual meeting AUEC. Considers external degree as radical change, their forms, and changing patterns in university organizations as they affect evening college.

25.2 Blair, George E. "An Urban Education First Principle: Community Education Centers." Albany: New York State Education Department, Office of Urban Education, 1968. ED 039 293

Recommends urban education centers to provide supplementary educational programs for those beyond school age.

25.3 Burch, Glen. "Challenge to the University: An Inquiry into the University's Responsibility for Adult Education." Notes and Essays on Education for Adults, 35. Brookline, Massachusetts: CSLEA, 1961. ED 028 407

Trends in continuing education. What should be role of "community of scholars: in society? Trends: cooperation and coordination. Proposal for four-dimensional education system: elementary, secondary, higher, continuing.

25.4 Caplan, Eleanor K. "Options for Evaluation of Adult Education: Research of Subjective Judgment." Minneapolis, Minnesota: Adult Education Research Conference, 1970. ED 036 768

Examines different views of evaluation held by funding agencies and institution personnel. Recommends compromise based on common goal: effective program.

25.5 Carey, James T. Forms and Forces in University Adult Education. Brookline, Massachusetts: Center for the Study of Liberal Education for Adults, 1961, 226pp. ED 047 286

Forces which favor or impede the growth of adult education in American higher education.

25.6 Carpenter, William L. and Sudarshan Kapoor. "Graduate Research in Adult Education and Related Fields (1950-1966)." Tallahassee: Florida State University, 1966. ED 010 681

Briefly describes research reports and summarizes findings. Areas covered -- "agency and program analysis and evaluation, program development and planning, community development and community services, adult education practices, methods and techniques, adult educator, clientele analysis, and adult learning."

25.7 Center for the Study of Liberal Education for Adults. The College and its Community; A Conference on Purpose and Direction in the Education of Adults. CSLEA Occasional Papers, No. 16. Brookline, Massachusetts: CSLEA, 1968. ED 021 204

Participants in "sister-college plan" for training adult educators, sponsored by Negro College Committee on Adult Education: University of Wisconsin, Syracuse University, Norfolk State College, Tuskegee, and Opportunities Industrialization Centers. Fund sources: Title I, Adult Education Act, OEO, Administration on Aging, Department of Commerce. Adult education has to be sold project by project. "We must accept the commitment that continuing education and retraining are proper functions of universities."

25.8 Coalition for Adult Education Organizations. "Imperatives for Action." Washington, D.C.: The Authors, 1969. ED 034 156

Urges system of lifelong learning. Sets out tasks for Coalition.

25.9 Daigneault, George H. "The Changing University: A Report on the Seventh Annual Leadership Conference." Brookline, Massachusetts: Center for the Study of Liberal Education for Adults, 1959. ED 031 625.

Presents papers given at conference, plus summary of discussion which followed papers. Adult education activities marginal in university, more public relations or fund raiser. Suggests ways to make adult education increasingly central concern of the university.

25.10 Desmond, Thomas J. "Proceedings for the Annual Meeting of the Association of University Evening Colleges on the Evening College, University and Community Relations." Dallas, October 1965. ED 022 113

Contains summary of discussion on problems.

25.11 Festine, Armond Joseph. A Study of Community Services in the Community Colleges of State University of New York. Ed.D. Thesis. Syracuse University, New York, 1968. ED 021 157

Assesses stated commitment to provide community service programs in adult education. Studied correlation between number of programs and community size, age of college, other colleges in community offering programs, and means of financing programs. Found most effort went into financial support of adult education, least into community development.

25.12 Gordon, Morton. "Daytime School for Adults, A New Program Dimension at University of California - Berkeley." Brookline, Massachusetts: Center for the Study of Liberal Education for Adults, 1967. ED 012 429

Discusses problems and distinctive features of daytime program set up in 1964.

25.13 Griffith, William S. "Adult Education: The Challenge to the Junior College." Address presented at the Third Annual Illinois Junior College Conference. Rockford, Illinois: October 1968. ED 025 691

While adult education in junior colleges increasing, programs tend to be restricted to classroom because of concept of adult education as inferior community service, paucity of creativity, poor reimbursement programs, lack of coordination with other adult educators, and lack of training. Proposals: (1) distinguish adult education and community service, (2) strengthen other adult education programs and tell them what you're doing, (3) provide unique courses, (4) study community problems and tailor courses to meet them, (5) get administrators involved.

25.14 Havighurst, Robert J. and Betty Orr. Adult Education and Adult Needs. Research Reports. Brookline, Massachusetts: CSLEA, 1960. ED 027 456

Part of Kansas City Study of Adult Life. Studied role performance and motivations of adults, why middle-class people are attracted to adult education, and challenge to adult education of affecting socially needed citizenship.

25.15 Heppell, Helen M. "Community Education Project, A Report to the Rosenburg Foundation." San Diego City Schools, California, 1966. ED 011 094

Reports on three-year community education project in southeast San Diego. Most successful techniques involved person-to-person contact, like home calls.

25.16 Ingham, Roy J. Institutional Backgrounds of Adult Education: Dynamics of Change in the Modern University. Notes and Essays on Education for Adults, 50. Brookline, Massachusetts: Center for the Study of Liberal Education for Adults, 1966. ED 027 496

Conference papers on analyzing institutional characteristics, sources of power, student attitudes, organization, and university role in social change.

25.17 Johnson, Eugene I. "The University, Adult Education, and Our Society of Cities," Adult Leadership, March 1966, 290-292.

25.18 Knowles, Malcolm S. "Higher Adult Education in the United States: the Current Picture, Trends, and Issues." Washington, D.C.: American Council on Education, 1969. ED 034 145

Analyzes literature from 1960-1968: historical perspective, relevant forces, trends in literature, issues.

25.19 Knox, Alan B. "Critical Appraisal of the Needs of Adults for Educational Experiences as a Basis for Program Development." New York: Columbia Teachers College, 1967. ED 022 090

While social problem indicates need, individuals are better unit of analysis in setting up program. Distinguishes ways of meeting needs.

25.20 McMahon, Ernest E. "Needs of People and their Communities -- and the Adult Educator. A Review of the Literature of Need Determination." New York: Syracuse University, 1970. ED 038 551

Focuses on community development and education. Analyzes several aspects: how to determine individual and community needs, relevance to community, definition of need (rather than interests or desires), evaluation tools. Issue of relevance closely looked at. Annotated bibliography presented.

25.21 Miller, Harry L. "Participation of Adults in Educatien, A Force Field Analysis." Brookline, Massachusetts: Center for the Study of Liberal Education for Adults, 1967. ED 011 906

Participation or non-participation motives seen as products of positive and negative forces which shape educational needs and desires.

25.22 _____. "New York University's Harlem Seminars." New York: New York University School of Continuing Education, November 8, 1967. ED 014 652

Discussion groups tested the feasibility of extending university informal adult education into the poverty areas of New York. Results suggest extension can serve as a connecting link between the dominant culture and excluded under-class. Program must be heavily subsidized.

25.23 Miller, Paul A. "The University and Adult Education." Durham, New Hampshire: New England Center for Continuing Education, 1966. ED 011 618

Adult education at point of collision in university between historic sentiment (faculty) and pressures of public affairs (administrators). Regional center in New England could become model laboratory.

25.24 _____. "Adult Conferences and Community Problems." College Park: University of Maryland, December 1969, 11pp. ED 042 078

Challenges higher adult education to include urban strategies. How far should the university go?

25.25 Open University. The Open University. Prospectus 1971. Walton, Bletchley, Bucks (England), November 1969, 82pp. ED 042 411

Describes governance, policy, and philosophy of institution geared to adults engaged in full time work for pay and at home.

25.26 Rhodes, Harvey B. Retraining the Undereducated Adult: The Development and Implementation of a Retraining Program for Undereducated and Unemployed Adults by a Community College. Ed.D. Thesis. Berkeley: 1968, 640pp. ED 047 202

25.27 Smith, Harold K. "A Plan for Developing a Program of Adult Education to Meet the Needs of a Local Community." New Brunswick, New Jersey: Rutgers University, 1968. ED 037 600

Looks at data from public school adult education programs in 142 cities with goals such as "civic responsibilities, broader educational background, vocational competence training, increased economic efficiency, enriching the quality of life, promote better physical and mental health."

25.28 Southern Regional Education Board. The Emerging City and Higher Adult Education. Atlanta, 1963. ED 023 959

Higher adult education needs to be concerned more with values and attitudes than with skills; liberal more than vocational. Need to educate students about city and educate more of city population.

25.29 Tolley, William Pearson. "American Universities in Transition and the New Role of Adult Education." Fourth Mansbridge Memorial Lecture, University of Leeds, England, June 16, 1966. ED 019 556

Greatest trend in universities today is continuing education. Forces behind growth: more leisure time, paperback revolution, preparation for retirement, demand for new skills for rapid changes in business and industry. Library for continuing education at Syracuse University indicative of rising concern for special needs of part-time adult students. Expanded higher adult education will lead to a growth in university presses, sponsored research, international programs, and concern for metropolitan problems and urban extension.

25.30 Totten, Fred W. The Power of Community Education. Midland, Michigan: Pendall Publishing, 1970.

25.31 Venn, Grant, et. al. "A Comprehensive Plan for Solution of the Functionally Illiterate Problem." Washington, D.C.: Office of Education, March 1968. ED 019 603

Voluntary adult basic education program for the educationally disadvantaged. Estimates that 2.7 million in target population in 1975, that peak annual cost will be $235 million, that programs can reach 13 million people over 20 years. Using single criterion of income increases, potential annual benefits of program are about 4 times annual cost.

25.32 White, Thurman J. "The Future of American Adult Education." Title I Newsletter, 12. Knoxville: University of Tennessee, September 7, 1967. ED 014 625

Author predicts 10 future events that will mark the transformation from opportunity to reality of education for all Americans: (1) Federal Government will emerge with primary responsibility for adult education, (2) more institutions will offer advanced degrees in adult education, (3) by 1980, 20% of adult population will be engaged in at least one program, (4) adults will be paid to go to school as an ordinary practice, etc.

Cross-references: 2.14, 6.11, 7.10, 14.18

## 26. Community Development

26.1 Beran, D. L. "Community Development in Colleges and Universities in the United States." 1967. ED 024 860

Study of community development curricula in 41 schools: 12 with curricula, 24 offered services; 6 training; 2 undergraduate and graduate; 6 only graduate; 2 mainly training. Problems: time, money and staff.

26.2 Biddle, William W. and Loureide J. Biddle. The Community Development Process: The Rediscovery of Local Initiative. New York: Holt, Rinehart, Winston, 1965.

Two case studies of community development process: Appalachia and northern industrial city. Concepts defined; process outlined for small groups. Explores relation between community development and academic fields and professions.

26.3 Buck, Roy C. and Robert A. Rath. "Community Development: Problems and Prospects of a Commonwealth Conference." University Park, Pennsylvania: Pennsylvania State University, 1965. ED 032 465

Conference papers on needs, methods, objectives, role and resources of universities in urban areas in relation to community development problems and prospects. Concerns for deficiencies in several areas -- knowledge, leadership, government quality in urban life. Discusses land use, urban design, economic development, costs and benefits, and cooperation among urban groups to improve leadership.

26.4 Coady, M. M. Masters of their Own Destiny: The Story of the Antigonish Movement of Adult Education through Economic Cooperation. 1939, 1960 rev. ED 027 476

Community organization carried out by St. Francis Xavier University through study clubs and cooperatives. Rural model with possible urban applications.

26.5 Connor, Desmond M. "Some Current Concerns in Community Development: An Agenda for Research and Review." Toronto: Ontario Institute for Studies in Education, 1969. ED 037 659

Outlines several issues and research needs.

26.6 Court, Michael. Community Development at the University of Washington: A Case Study and Critique of Planning, Implementation, and Evaluation Techniques 1950-69, with Recommendations for Future Procedures. M.B.A. Thesis. Seattle: University of Washington, 1970, 127pp. ED 047 242

26.7 Croll, John A. The Hannibal Community Survey: A Case Study in a Community Development Technique. Case Study No. 1. Columbia, Missouri: Extension Division, University of Missouri - Columbia, 1969, 31pp.

26.8 _____. A Three-County Planning Program. Case Study No. 2. Columbia, Missouri: Extension Division, University of Missouri - Columbia, 1971, 37pp.

*26.9 Franklin, Richard. "Toward the Style of the Community Change Educator." Paper presented at the National Seminar on Adult Education Research. Toronto, February 1969. ED 025 721

Five different styles: (1) instructor, (2) paterfamilias, (3) advocate, (4) servitor, (5) community change educator.

*26.10 Haygood, Kenneth. "The University and Community Education." Notes and Essays on Education for Adults, 36. Brookline, Massachusetts: CSLEA, 1962. ED 028 346

Defines, describes, discusses problems university programs in community, especially those related to community development (community service, reform, relations, organization). Categorizes institutional objectives: education, service, institutional development.

26.11 Hill, Daniel. "A Study of Community Resource Development and Community Service Program Coordination between Cooperative Extension and Community Colleges in New York." Columbia, Missouri: Missouri University, 1970, 86pp. ED 043 805

Defines areas where coordination might occur. No evidence of overlap in program content, but did overlap on suburban middle income clientele.

26.12 Hughes, Robert G. Leadership in Community Development. Ft. Collins, Colorado: Colorado State University, M.Ed. Thesis, 1968. ED 023 947

Survey of client leaders about their expectations concerning extension approaches to solving problems -- individual group, key person. Results indicated community leaders did not expect "service" as much as Extension people thought but wanted what is termed "group and key person orientation."

26.13 Littrell, Donald W. The Theory and Practice of Community Development: A Guide for Practitioners. Columbia, Missouri: Extension Division, University of Missouri - Columbia, no date, 40pp.

26.14 Michigan State University. "Community Resource Development; Proceedings of National Extension Workshop." East Lansing: 1966. ED 031 616

Training workshop to develop comprehensive framework and tools for community resource development.

26.15 National Training Laboratories. Annual Laboratories in Community Leadership Training 1966. Reading Book. Washington, D.C.: The Authors, 1966. ED 011 101

Applies elements of laboratory training to needs and role demands of community change agents.

26.16 Phifer, Bryan and Fred List. Community Development: A New Dimension of Extension. Columbia, Missouri: Extension Division, University of Missouri - Columbia, 1970, 31pp.

26.17 Pinnock, Theodore James. "Human Resources Development -- an Emerging Role for Black Professionals in Higher Education." Paper presented at the First National Congress of Black Professionals in Higher Education, University of Texas, Austin, Texas, April 1972. ED 061 404

Expanding role of university adult and continuing education. Provision of social skills for citizens in changing society. Need also to look at broader questions.

*26.18 Pulver, Glen C. and others. The Role of the University in Community Development. Washington, D.C.: Adult Education Association, 1969. ED 029 588

Papers presented at Mid-Continent Conference on title theme. Pulver's paper used Milwaukee as example of urban complexity and noted need for university to have a number of "specialists committed to developing trust between its programs and services and those it wants to reach." Noted need for university to examine itself critically.

26.19 Senecal, Robert and Harry Smith. New Dimensions in Community Development. Minneapolis, Minnesota: National University Extension Association, 1966. ED 010 680

Report from conference on role of university extension in community development. Discusses adult education as it relates to implementation of community development proposals under Title I of Higher Education Act, 1965. Describes community involvement and relations projects at University of Oklahoma, Michigan State University, West Virginia University, Southern Illinois University, University of Wisconsin. Suggests prospects and directions of university based community development programs.

26.20 Shiner, Patricia, et. al. "Community Development in Urban Areas: A Summary of Pertinent Journal Articles and Book Chapters." Columbia, Missouri: Missouri University, 1969. ED 034 135

Citations and abstracts of 78 pieces -- both developing and developed nations included. Topics: participation, policies, community structure, theories of planned change, roles descriptions of urban programs.

26.21 Weaver, John C. "The University and Community Development." Washington, D.C.: National Association of State Universities and Land Grant Colleges, November 1970, 19pp. ED 047 598

Speech outlining dangers of university involvement in community service: identifying decision-makers in public sector, hostility among groups, decision-making, discouraging what seem to be unwise moves on the part of the community and encouraging the implementation of the decisions reached as a result of university research.

26.22 Whitford, James R. "Toward a More Restricted Definition of Community Development." 1969. ED 039 416

Calls for clear recognition of community development workers' techniques and limitations. Community development -- process which worker helps bring about. Must become interdisciplinary approach in both implementation and theoretical formulation.

Cross-references: 6.31, 7.2, 7.11, 8.6, 8.7, 12.1, 12.2, 16.2, 16.17, 16.18, 16.20, 25.20.

## 27. Community Services

27.1 Axford, Roger W. College-Community Consultation. Dekalb, Illinois: Enlightenment Press, 1967. ED 012 874

Document is outgrowth of conference on: the role the college can play in working with the community of which it is a part; the effective use of faculty as consultants on industrial development, population expansion, housing; guidelines for the organization and operation of local citizen advisory committees.

27.2 Burney, Leroy E. "The University and Community Health Services," American Journal of Public Health, March 1966.

27.3 Compton, J. Lin, et. al. "Some Trends in Community Service Programs in Community Colleges in the U.S. A Quantitative Assessment and Some Qualitative Views." 1970, 53pp. ED 043 322

27.4 Department of Commerce. Higher Education Aid for Minority Business. A Directory of Assistance Available to Minorities by Selected Collegiate Schools of Business. Washington, D.C.: April 1970, 112pp. ED 047 628

27.5 DeWitt, Laurence, B., et. al. "The Potential Role of the School as a Site for Integrating Social Services." Syracuse, New York: Syracuse University Research Corporation, March 1972, 62pp. plus appendices).

Appendices on "Community College and Community Services" and "University Centers for Community Education Development."

27.6 Distasio, Patrick J. and Barry Greenberg. "Community Services: A Center for Community Development." Washington, D.C.: American Association of Junior Colleges, 1969. ED 032 053

Review and evaluation of concept of a center. Objectives of center: "determine adequacy of existing programs, involve more people in existing programs, make institutional changes only after trial run of experimental programs, improve feedback to insure relevancy, develop organizational structure and administrative procedure and workshops." Review of 2 programs plus description of additional programs.

27.7 Donnelly, Brian. Quinsigamond Community College Community Educational Services Center. Worcester, Massachusetts: Quinsigamond Community College, September 1969, 36pp. ED 058 870

Discusses effort to establish Center, funded by Title I HEA, 1965, to offer special education services to minority and low-income groups in local area.

27.8 Farmer, Martha L., ed. Counseling Services for Adults in Higher Education. Metuchen, New Jersey: Scarecrow Press, 1971, 172pp. ED 053 365

27.9 Goldman, Leroy Howard. "Cultural Affairs: A Vital Phase of Community Services." 1969. ED 035 393

Successful cultural programs will improve public relations and promote community support for college.

27.10 Goodrich, Andrew L. A Survey of Selected Community Services Programs for the Disadvantaged at Inner-City Community Colleges. Ph.D. Dissertation, 1969, 160pp. ED 046 366

*27.11 Gove, Samuel K. and Elizabeth K. Stewart, eds. The University and the Emerging Federalism: A Conference on Improving University Contributions to State Governments. Summary, Background Papers, and Speeches. Urbana, Illinois: University of Illinois, The Institute of Government and Public Affairs, July 1972.

27.12 Institute of Urban Studies. Guide to University of Texas System Resources for State and Local Government. Arlington, Texas: The Authors, University of Texas at Arlington, April 1970, 67pp.

27.13 Knotek, Dale H. "Community Services." Minneapolis: University of Minnesota, Department of Student Unions, 1969. ED 039 872

Checklist of community services program and administration and supervision procedures offered as guide for those who wish to establish or improve their own programs. Suggests how colleges can utilize their facilities with community, involve community, faculty, students in planning and developing programs, establish goals, coordinate and administrate college and community activities.

27.14 Kopel, Bernice H. Home Economists Working with Low-Income Families and Implications for College Food and Nutrition Curriculum. Ed.D. Dissertation, July 1970, 147pp. ED 043 763

27.15 Larsen, Howard B. and Henry M. Reitan. "Planning Community Services." Seattle: University of Washington, Center for Development of Community College Education, August 1971, 81pp. ED 057 773

Lists four steps in planning process: define institutional goals, involve community, develop programs, identify internal and external information sources.

27.16 Lowe, Gilbert A., Jr. "Howard University Students and the Community Service Project." Journal of Negro Education, 36:4, Fall 1967. ED 015 399

Five-year project in second precinct of Washington, D.C., 1961-66, to mobilize and assist churches in area, survey needs of residents and help them solve problems, contribute to family development, initiate programs for self-help, develop model for other communities, provide training facility for students.

27.17 McKee, James. "University Resources and Human Relations Committees." East Lansing: Michigan State University, 1967. ED 036 248

Discusses use of university resources to improve relations among community groups -- primary resource, education, to open new lines of communication and to bring together concerned people. Communication increases changes of finding solutions. Significant and difficult role of university -- critic and redefiner.

27.18 Myran, Gunder A. "Community Services: An Emerging Challenge for the Community College." Washington, D.C.: American Association of Junior Colleges, 1969. ED 032 051

Defines community service aspects: "(1) permeation, sensitivity, and commitment to community problems and potential in college; (2) penetration, integration of college in community; (3) education." Suggests move away from semester credit and single base campus and formal admission requirements.

27.19 _____. "Community Services in the Community College." Washington, D.C.: American Association of Junior Colleges, 1969. ED 037 202

Reviews concepts, definitions, problems, issues and challenges. Author feels "community services aspect affects most clearly the socioeconomic structure of the community." Services should affect groups not normally reached by conventional college programs. New organizational approaches required which can affect the traditional approaches of the entire college.

27.20 Revlein, Pauline, et. al. "Home Economists in Community Programs." Washington, D.C.: American Home Economists Association, 1969, 79pp. ED 049 409

27.21 Shaw, Nathan C. and J. Kenneth Cummiskey. "Community Involvement: A Leadership Responsibility for Community Services. Working Papers, #5: Mobilizing College and Community Resources." Washington, D.C.: American Association of Junior Colleges, 1970. ED 038 117

Recommends colleges and local leaders share increasing responsibility for providing community services. People would support college more, and more resources brought to bear on problems through sharing of both college and community facilities. Information on available resources and services plus personnel exchanges could be provided by a community services center.

27.22 Shaw, Nathan C. Community Services Forum, Vol. 1, No. 1-6. Washington, D.C.: American Association of Junior Colleges, 1969. ED 032 034

Discusses administration, organization, responsibility, information exchange, National Council on Community Services, California programs, training.

27.23 Stanton, Charles M. "Community Service and the Need for a Human Resources Center." Beverly, Massachusetts: North Shore Community College, September 1970, 21pp. ED 046 378

Discusses incorporating community service experience into the academic program of the community college through a human resources center.

27.24 Whipple, James B. "Community Service and Continuing Education: Literature Review." New York: Syracuse University, 1970. ED 038 550

Reviews literature in ERIC Clearinghouse on Title I of the Higher Education Act of 1965: relationship between community service and continuing education, responsibility for community service, essential ingredients for an effective statewide system of community service and continuing education, trends and stagnant areas for universities.

Cross-references: 6.43, 6.49, 7.35, 7.46, 7.49.

PART V: PLANNING ACTIVE INSTITUTIONS

28. Educational Planning

28.1 Adams, Don, ed. Educational Planning. Syracuse: Syracuse University Press, 1964, 152pp.

Collection of papers giving international overview of theory and practice.

28.2 Anderson, A. The Social Context of Educational Planning. Paris: I.I.E.P.

28.3 Armitage, Peter, Cyril Smith, and Paul Alper. Decision Models for Educational Planning. London: Allen Lane, The Penguin Press, 1969, 124pp.

Treats subjects of deciding on numbers of places in higher education, impact of raising school-leaving age, predicting demand for and supply of teachers. Criticizes "onlooker" approach to forecasting in planning. Offers alternative method of rational plan formulation.

28.4 Beeby, C. E. Planning and the Educational Administrator. Fundamentals of Educational Planning Series No. 4. New York: UNIPUB, 1967. ED 030 182

National educational planning has many aspects, five of which are discussed from the point of view of the administrator: (1) long run national planning, (2) preparing, adopting, executing plan, (3) political sensitivity, (4) safeguarding rights of children with respect to social needs, (5) system capacity to implement plan.

28.5 Bliss, Sam W. "The Extent and Utilization of Management Information Systems and Planning Programming Budgeting Systems in State Educational Agencies." Denver: Improving State Leadership in Education, April 1971, 26pp.

28.6 Bolton, Dale L., ed. The Use of Simulation in Educational Administration. Columbus, Ohio: Charles E. Merrill, 1971.

*28.7 Bowles, Samuel. Planning Educational Systems for Economic Development. Cambridge, Massachusetts: Harvard University Press, 1969.

28.8 Brooks, Richard D. "Comprehensive Planning in State Educational Agencies. A Rationale and Discussion of the Planning Function and Structure within State Education Agencies." Madison: Wisconsin State Department of Public Instruction, 1968. ED 031 042

Basic principles and guidelines for educational planning; capacity for planning; need for comprehensive planning, planning process.

28.9 Caldwell, Michael S. "Input Evaluation and Educational Planning." Columbus, Ohio: OSU Evaluation Center, 1968. ED 025 043

Education programs may be seen as inputs to process resulting in desired change. Eight criteria: legality, congruence, legitimacy, compatibility, balance practicability, cost-effectiveness.

28.10 Carpenter, Margaret B. and Sue A. Haggart. "Cost-Effectiveness Analysis for Educational Planning." Santa Monica, California: RAND Corporation, 1970. ED 038 870

28.11 Clough, D. J. and W. P. McReynolds. "State Transition Model of an Educational System Incorporating a Constraint Theory of Supply and Demand." Ontario Journal of Educational Research, Vol. 9, 1966.

28.12 Cook, Desmond L. "The Impact of Systems Analysis on Education." Columbus, Ohio: OSU Educational Research Management Center, 1968. ED 024 145

28.13 Eastmond, Jefferson N. "The Process of Education Planning: PROJECT DESIGN: Interagency Planning for Urban Educational Needs, #31." California: Fesno City Unified School District, 1968. ED 038 769

Steps: assess needs, identify priorities, link immediate problems to be solved to long-range plan.

28.14 Educational Testing Service. State Educational Assessment Programs. Princeton: The Authors, 1971. ED 056 102

Assessment activities in 50 states analyzed: goal-setting, PPBS, statewide testing, centralized control. Problem areas: coordination, financial incentives, sensitive data, goal confusion and conflict.

*28.15 Fox, Karl A., ed. Economic Analysis for Educational Planning: Resource Allocation in Nonmarket Systems. Baltimore: The Johns Hopkins Press, 1972, 376pp.

28.16 Fresno City Unified School District. Summary: PROJECT DESIGN. Educational Master Plan, Fresno 1969. Volumes A, B, C. California: 1969. (A) ED 038 775, (B) ED 038 776, (C) ED 038 777

Volume A summarizes activities of two-year planning project. Volume B describes seven major factors identified in project as crucial to educational planning. Volume C summarizes present and future educational needs of community, recommends activities to meet these needs.

28.17 Garuge, Ananda W.P. A Functional Analysis of Educational Administration in Relation to Educational Planning. Paris: I.I.E.P., 1969. ED 057 420

Study of the effect of interpersonal relations on educational planning, of types of organization and planning, and of their impact on plan formulation and implementation.

28.18 Guba, Egon G. and Daniel L. Stufflebeam. Evaluation: The Process of Stimulating, Aiding, and Abetting Insightful Action. Bloomington, Indiana: Reading Program, School of Education, 1970. ED 055 733

Problems in evaluation: definition of setting, design, criteria. Proposals to solve problems of definition and design. Topics include: decision settings, evaluation strategies, structure of design (information collection, organization analysis, reporting) criteria for judging evaluations (validity, reliability, significance, scope, efficiency.) CIPP.

28.19 Harman, W. G. "Three Approaches to Educational Resource Allocation." Ontario: University of Toronto, Institute for the Quantitative Analysis of Social and Economic Policy, 1968. ED 040 491

Main approaches to educational planning are social demand, manpower forecasting, cost-benefit.

28.20 Jennings, Robert E. "Alternative Roles and Interagency Relationships of State Education Agencies in Comprehensive Statewide Planning." Denver: Improving State Leadership in Education, May 1971, 37pp.

28.21 Johns, Roe L., et. al. Dimensions of Educational Need. Gainesville, Florida: National Educational Finance Project, 1969. ED 036 007

Different authors look at specific aspects and levels of educational need: school financing, problem of educational need, early childhood, basic elementary and secondary education, exceptional children, culturally deprived vocational education, community junior college education, adult and continuing education.

28.22 Kaufman, Roger A. and Richard J. Harsh. "Determining Educational Needs: An Overview." San Dimas: Planned Leadership for Evaluative Department of Goals of Education, 1969. ED 039 631

Three preliminary models for assessing needs presented. Analyzes steps agency can use to identify and define criteria for relevant educational goals to base a program on.

28.23 Knezevich, S. J. "Systems Analysis and its Relationship to Educational Planning." Banff, Alberta: Western Canada Administrators, 1969. ED 036 895

Views systems orientated administrator as change agent, innovative strategist.

28.24 Kraft, Richard H.P., ed. Strategies of Educational Planning. Proceedings of the Annual Conference on the Economics of Education. Tallahassee: Florida State University, Educational Systems Development Center, 1969. ED 027 615

Eight papers: effect of environment on performance, evaluation and budgeting, PPBS, manpower and vocational education planning, economics of project planning, facilities planning, demand analysis.

28.25 LeVasseur, Paul M. "A Study of Inter-relationships between Education, Manpower and Economy." Paris: OECD, 1967. ED 021 310

Discusses G.A.M.E. (Global Accounts for Manpower and Education) Educational Planning Model: (1) structural relations within and among three systems, (2) approximation of actual planning process. Examines planning decisions for consistency; iterations to arrive at consistent, balanced plan.

28.26 Macleod, Betty, ed. Demography and Educational Planning. Toronto: Ontario Institute for Studies in Education, 1970, 274pp. ED 046 135

28.27 Mansergh, Gerald G. "Systems Approaches to the Management of Public Education." Michigan: Metropolitan Detroit Bureau of School Studies, Inc., 1969. ED 031 788

Oriented to public school planning.

28.28 McNamara, James F. "Mathematical Programming Models in Educational Planning." Paper presented at American Educational Research Association 55th Annual Meeting, New York, February 1971. ED 057 437

Application of mathematical programming to educational planning.

28.29 Miller, Donald R. "The Educational System and its Environment." Burlingame, California: Operation PEP, 1968. ED 022 248

Discusses relations between educational system and environment, focusing on functional and organizational aspects. General rationale for systems approach to education.

28.30 Mood and Powers. Cost-Benefit Analysis of Education. Washington, D.C.: National Center for Educational Statistics, DHEW, March 1967. ED 012 519

Discusses difficulties of goal definition, process analysis, cost measurement. Despite difficulties, optimism exists for developing a comprehensive quantitative model of the American educational system.

28.31 Morphet, E. L. and D. L. Jesser. Cooperative Planning for Education in 1980 -- Objectives, Procedures, and Priorities. Denver, Colorado: Designing Education for the Future, November 1967. ED 018 008

28.32 Mushkin, Selma J. and James R. Cleaveland. Planning for Educational Development in a Planning, Programming, Budgeting System. Washington, D.C.: NEA, 1968.

28.33 OECD. Organizational Problems in Planning Educational Development. Washington, D.C.: OECD Publications Center, 1966. ED 025 011

Conference papers examining organizational problems arising from joining of education and economic development. Discussed administrative problems, role of education plans in social development, centralization vs. decentralization, research.

28.34 Study Group in the Economics of Education and Educational Investment and Planning Programme. Social Objectives in Educational Planning. Washington, D.C.: OECD Publications Center, 1967. ED 057 475

28.35 OECD. Efficiency in Resource Utilization in Education. Education and Development Technical Reports. Washington, D.C.: OECD Publications Center, 1969. ED 057 473

New management techniques: OR, cost-effectiveness, facilities use, admissions, applications, simulation, factor analysis.

28.36 University of Pennsylvania. General Design for an Education Planning-Programming-Budgeting System. Philadelphia, 1968. ED 037 812

28.37 Pfieffer, John. New Look at Education Systems Analysis in Our Schools and Colleges. Poughkeepsie, New York: Odyssey Press, 1968. ED 033 590

28.38 Piele, Philip. "Planning Systems in Education." Eugene, Oregon: Oregon University, Center for Advanced Study of Educational Administration, 1969. R & D Perspectives, Fall 1969, pp. 4-6. ED 025 855

Literature review of 16 items on applying planning systems to education.

28.39 Riffel, J. A. and E. Miklos, eds. Social Goals, Educational Priorities, and Dollars; Planning Education in the Seventies. Proceedings of the Invitational Conference on Educational Planning Sponsored by the Alberta Human Resources Research Council (Edmonton, Alberta) and the Canadian Council for Research in Education (Ottawa, Canada). ED 057 421

Paper topics include research and policy, need to plan, institutional response to planning, approaches to educational planning.

28.40 Stone, Richard. Demographic Accounting and Model Building. Education and Development Technical Reports. Washington, D.C.: OECD Publications Center, 1971. ED 057 472

Framework for integrating demographic and social statistics. General purpose is to show numerically where society is going. Specific purpose is to provide base for education and manpower planning, policy, and research.

28.41 Temkin, Sanford. "A Comprehensive Theory of Cost Effectiveness." Administering for Change Program. Technical Paper. Philadelphia, Pennsylvania: Research for Better Schools, Inc., 1970. ED 040 505

Presents nine examples of decision-making situations. Summarizes recommendations for coming up with and processing "data types" needed for educational decision-making.

28.42 Thonstad, T. Education and Manpower. London: Oliver and Boyd, 1968.

28.43 Tokmakian, Harold. "Interagency Education Planning: Community Planning Process: PROJECT DESIGN. Interagency Planning for Urban Education Needs, #34." California: Fresno City Unified School District, 1969. ED 038 772

Describes planning process as related to physical, social, and educational needs. Describes existing decision-making process plus evaluates and presents an alternative to intergovernmental planning. Recommends improved interagency planning in education, health, recreation, welfare, transportation, housing, land use, and economic development. Develops models for optimum community planning process and a community planning data register to assess present conditions, chart practical recommendations.

28.44 Van Wijk, A. P., R. S. Russell, and R. M. Atcheson. "The Use of Simulation Models in Educational Planning." Toronto: Systems Research Group, Inc., June 1971.

28.45 Vincent, Howard. Program Budgeting for Education -- State and Local Governments. Washington, D.C.: National Center for Educational Statistics, DHEW, September 15, 1966. ED 012 970

The availability of financial information pertaining to allocation of educational resources in the private and public sectors of the economy and the effectiveness of this allocation.

28.46 Wallace, Richard C., Jr. and Richard J. Shavelson. "A Systems Analytic Approach to Evaluation: A Heuristic Model and Its Application." Syracuse, New York: Eastern Regional Institute for Education, January 1970, 53pp. ED 058 292

Presents brief review of evaluation theory, description of general systems theory, and a general model for educational evaluation.

28.47 Webster, Maureen M. "Three Approaches to Educational Planning: A Review and Appraisal of the Demand-for-Places, Manpower-Requirements, and Rate-of-Return Approaches to Educational Planning." Syracuse: Syracuse University, March 1970, 88pp. ED 044 769

Views approaches as complementary rather than as discrete alternatives. But even when taken together they fail to constitute an adequate basis for planning.

28.48. Williams, Gareth L. "Towards a National Educational Planning Model." Paris: OECD, 1967. ED 021 311

Discusses OECD involvement with national educational planning activities which has led to "systems approach." "Manpower" and "social demand" approaches not about educational planning but about criteria for choosing goals of educational system.

28.49 Wise, Harold F., Robert Gladstone and Associates. "A Program Design for Comprehensive Planning for Education in Florida." Washington, D.C.: The Authors, 1967, 21pp.

28.50 World Conference of Organ of Teaching Profession. "The Role of Teacher's Organizations in Educational Planning." 1966. ED 011 873

Questionnaires submitted to 33 teachers organizations (29 countries) on framework, scope, control, financing, etc. of educational planning. Responses reported briefly.

Cross-references: 35.12, 35.21, 35.24, 35.31

29. Higher Education Planning

29.1 Abrahams, Louise. "On the Use of Large-Scale Simulation Models for University Planning." Review of Educational Research, 41, 5, 1971, pp. 467-478.

29.2 Academy for Educational Development, Inc. "Survival through Change: A Case Study of a Privately Supported Urban University's Plan to Fight the Budget Squeeze." New York: 1971. ED 055 549

Four categories of recommendation: (1) finances: better use of resources and space, active fund-raising, recruit students; (2) academic program: urban-oriented curriculum, increased teacher productivity and participation in problem solving; (3) management: administrative reorganization, planning, leadership; (4) community involvement: more public service.

29.3 _____. "Toward an Agenda for a National Planning Effort in Higher Education; Phase I. Interim Report." Washington, D.C.: The Authors, June 30, 1969, 46pp. ED 048 839

Finds that the most successful planning is done by some state agencies and regional organizations; institutions of higher education do a great deal of planning of uneven quality; there is no coherent set of plans for carrying out the major Federal programs affecting higher education.

29.4 _____. Study of the Feasibility of Establishing a National Planning Congress for Higher Education. Final Report. Washington, D.C.: The Authors, 1969. ED 041 568

Assess capacity of education and governmental leaders to deal with enrollment, financial, and planning problems in next ten years. Determines feasibility of planning congress to develop national policies and strategies. Seminars conducted to find out current status of higher education planning and how planning efforts are coordinated at national level.

29.5 Alden, John W. "Systems Analysis in Higher Education: Some Concerns." Washington, D.C.: American Association for Higher Education, 1970. ED 040 673

Warns that systems analysis may increase need for centralized authority and highly structured activities leading to further alienation and dehumanization.

29.6 Barton, Allen H. Organizational Measurement and Its Bearing on the Study of College Environments. New York: College Entrance Examination Board, 1961.

29.7 Baxter, Alfred W., Jr., and Associates. Management Techniques and Educational Decisions; A Report Prepared for the Chancellor of the California State College System. Berkeley, 1963, 50pp.

29.8 Bolin, John G. "Institutional Long Range Planning." Athens: University of Georgia, Institute of Higher Education, 1969. ED 033 670

Outlines basic components of long range plan: plan purposes, assumptions, functional definition of institution's nature and purpose, critical analysis of current status and description of developing trends, projections, objectives, guidelines for evaluating and revising the plan. Discusses problems which can lead to failure. Shows how institutional planning fits into larger organizational scheme.

29.9 Brotherton, F. Philip and Charles W. Brubaker. "Analyzing Master Plan Influences." Junior College Journal, 37:8, April 1967, pp. 22-27. ED 025 124

Illustrated outline of college planning process emphasizes influences on design: (1) program, (2) scheduling, (3) development and finance, (4) state of the arts, (5) location, (6) climate, (7) transportation, (8) community needs, (9) community influences.

29.10 Brumbaugh, A. J. "Establishing New Senior Colleges." Atlanta, Georgia: Southern Regional Educational Board, 1966. ED 011 407

29.11 Carter, Launor F. "Planning Dilemmas in Higher Education." Washington, D.C.: American Association for Higher Education, 1970. ED 040 671

Discusses relationship of educational planning to problems on national level: national policy, demand projections, financing, politics, influence of change. Suggests specific techniques: systems analysis, operations research, mathematical models, econometric analysis.

29.12 Casasco, Juan A. Planning Techniques for University Management. Washington, D.C.: American Council on Education, 1970. ED 041 188

Outlines need for elements of comprehensive planning and methodological approach. Twenty-one case studies of computer assisted planning.

29.13 Centner, S. I., et. al. Systems Analysis and Higher Education Planning. Toronto: Systems Research Group, 1969. ED 035 205

Discusses components and implementation of CAMPUS and their relation to planning, programming and budgeting. Describes problems that can be handled.

29.14 Chambers, M. M. Financing Higher Education. New York: Center for Applied Research in Education, Inc., 1963. ED 031 913

Presents where funds can be obtained, how they are spent, some obvious trends, brief review of historical background, some current controversial issues, certain roles higher education will play in the economy in the future, ways and means of providing support and public policy for support. Bibliography.

29.15 Collins, Charles C. "Financing Higher Education: A Proposal." Los Angeles: University of California, 1970. ED 037 206

Proposes Higher Education Finance Corporation to authorize loans covering operating costs for students while in college to be repaid when they are working, surtax added to borrowers' Federal income tax when net income reaches an affluent level, equal-share contribution from borrower's employer to pay back loan.

29.16 Cook, Desmond L. "Some Economic Considerations in Educational Project Planning." Paper presented at Annual Conference on the Economics of Education, Strategies of Educational Planning. Florida State University, July 1968. ED 024 123

Economic aspects of selecting, terminating, and funding educational projects, especially dealing with time, cost reliability, and performance, maximization under constraints. Exploding costs in "research-development-production" sequence.

29.17 Disler, Donald D. Politics and Problems in California Higher Education: The Performance and Possibilities of the Master Plan, 1960 - 1970. Davis: Institute for Governmental Affairs, University of California, 1971, 32pp.

29.18 Dyer, James S. "The Use of PPBS in a Public System of Higher Education: Is It 'Cost Effective'?" 1969, 20pp. ED 054 518

Notes limits on use of current PPBS techniques in higher education. Suggests applications: goal identification, evaluation, budget structure. Queries effects of PPBS on organizational power and authority.

29.19 Etnyre, Vance A. "Information Requirements of the University Planning Environment." October 1970. A paper presented at the Institute of Management Sciences, Los Angeles, October 19-21, 1970, 13pp. ED 047 378

29.20 Feinstein, Otto. Higher Education in the United States. Lexington, Massachusetts: D. C. Heath and Company, 1971, 196pp.

Focuses on state higher education planning.

29.21 Fincher, Cameron. "Planning in Higher Education." Athens: University of Georgia, 1966. ED 012 090

Notes major issues involved: conflicting goals, appropriate type of planning, understanding change process. Sets out criteria for determining priorities and guidelines for carrying out planning.

29.22 Gulko, Warren W. The Resource Requirements Prediction Model (RRPM-1): An Overview. Boulder: WICHE, October 1970.

29.23 Haggart, S. A. "Developing a Program Budgeting System as an Aid in Planning Higher Education." Santa Monica: RAND Corporation, November 1969, 14pp. ED 052 725

29.24 Heywood, Stanley J. "Possible Solutions for Financial Crises of the Public Sector of Higher Education." Washington, D.C.: American Association for Higher Education, 1970. ED 040 669

29.25 Hirsch, Werner Z. "Program Budgeting for Education." Los Angeles: University of California, 1966. ED 011 145

29.26 Holm, Donald S. "Management Ideas and Techniques for Higher Education." Washington, D.C.: National Association of State Universities and Land Grant Colleges, 1969. ED 035 351

Sees cost reduction as necessary solution to financial problems. Eleven problem areas listed; among them are traditional attitudes, roles and notions on part of faculty, departments and administrators about amounts needed, spending of funds, wastes, use of available resources.

29.27 Horowitz, H. "Can the Behavioral Sciences Assist Planning?" Society for College and University Planning, August 1967. ED 018 082

Considers under heading of relationship between college planning and the behavioral sciences: the campus site plan, group attitudes and preferences, space relationships, flexibility and obsolescence, campus political environment. Areas where behavioral science can contribute: simulation of group relationships, the contextual map, building safety and role conflict, attitudinal sampling.

29.28 Huff, Robert A. "Program Budgeting: Promises and Problems." Washington, D.C.: American Association for Higher Education, 1970. ED 040 672

Advantages: (1) relates costs to output, (2) permits analysis of facts of changing existing programs or launching new programs by identifying marginal costs, (3) allows institutions to develop plans and present requests for funding in a manner which justifies financial requests in terms of outputs rather than inputs. Problems: (1) benefits of programs matter of subjective judgment, (2) trap of technocracy -- analysis control by virtue of cost data they are able or willing to supply, (3) cost may not be justified by decisions made on basis of new information.

29.29 _____. "Inventory of Educational Outcomes and Activities." Preliminary Draft. Boulder, Colorado: WICHE, January 1971, 38pp. ED 047 649

Definition and measurement of outcomes of higher education -- instructional, research, and public service.

29.30 _____ and Charles W. Manning. Higher Education Planning and Management Systems: A Brief Explanation. Denver: WICHE, May 1972.

29.31 Inman, Joseph C. "Some Principles of Planning for Colleges and Universities." Chicago: Cresap, McCormick, and Paget. January 1971, 13pp. ED 048 817

29.32 Johnson, C. B. and W. G. Katzenmeyer. Management Information Systems in Higher Education: The State of the Art. Durham, North Carolina: Duke University Press, 1969.

Collection of papers. Emphasizes developing MIS, data collection, and modeling.

29.33 Judy, Richard W. "Systems Analysis and University Planning." Washington, D.C.: American Educational Research Association, November 1967. ED 017 027

Applies systems analysis to planning for the Health Sciences Faculties of the University of Toronto. Model which quantitatively assesses the resource implications of alternative plans for improving health science programs.

29.34 Judy, Richard W. and Jack B. Levine. A New Tool for Educational Administrators. Toronto: University of Toronto Press, 1966.

29.35 Kessel, Vicki and O. G. Mink. "The Systems Approach to Organization Development: Formulating Goals and Deriving Objectives." Paper for the American Educational Research Association, February 1971, 26pp. ED 047 632

The Administrative and Organizational Systems (AOS) model.

29.36 Knorr, Owen A., ed. Long Range Planning in Higher Education. Boulder, Colorado: Western Interstate Commission for Higher Education, 1965. ED 026 847

Proceedings of annual institute on college self-study for university administrators. Papers on (1) design and change, (2) planning, (3) coordination, (4) physical plant, (5) financial planning, (6) systems analysis.

*29.37 Knox, Naphtali H. "The Urban University Community: A Planning Guide," College and University Business, 42:4, April 1967, 58-63.

29.38 Koenig, H. E. "A Systems Model for Management, Planning, and Resource Allocation in Institutions of Higher Education." East Lansing: MSU Division of Engineering Research, 1968. ED 027 831

Mathematical model of university resource utilization as part of general socioeconomic system, system of equations relating output to resource costs.

29.39 Lawrence, Ben and Dennis Jones. "Planning and Management Systems in Higher Education: The WICHE Program." Boulder: Western Interstate Commission for Higher Education, February 7, 1971, 44pp. ED 047 640

29.40 Lawrence, Ben, ed. and others. Outputs of Higher Education: Their Identification, Measurement, and Evaluation. Washington, D.C.: American Council on Education, July 1970, 127pp. ED 043 296

Papers from a seminar.

29.41 Lins, L. Joseph. "The Role of Institutional Research in Planning. Proceedings of Annual National Institute Research Forum." Madison: University of Wisconsin, 1963. ED 016 367

The role played by institutional research in campus planning, student admission and follow-up studies, faculty evaluation, inter-institutional cooperation, and adaptation to new developments in education.

29.42 Martin, Warren Bryan. "Priorities and Perspectives: Planners Discuss Issues at St. Louis Conference." Berkeley: Center for Research and Development in Higher Education, 1970. ED 041 572

Summarizes seminar on statewide planning and coordination for higher education. Major concern -- how to accomplish statewide planning and coordination for what ends?

29.43 Matthews, James Edward. "An Input-Output Study of Selected Community Junior Colleges." Gainesville: University of Florida, Institute of Higher Education, 1971. ED 055 581

Study from "exemplary community colleges" to identify input and output variables, determine relationships, lay basis for future, more rigorous hypothesis testing.

29.44 McIntyre, C. J. and J. B. Haney. "A Study of the Implications and Feasibility of the Full Application of Technological Aids to the Solution of Staff, Space, and Curriculum Problems Associated with a Rapidly Growing Urban University." Chicago: University of Illinois, March 1967, 104pp. ED 014 228

Planning and implementation of office of instructional resources. Objective: to provide university with necessary instructional resources and media.

29.45 Midwest Research Institute. "HELP/PLANTRAN; A Computer Assisted Planning System for Higher Education." Kansas City, Missouri: The Authors, December 1970, 130pp. ED 048 824

Manual for a planning simulation system for higher education.

29.46 Millett, John D. "Planning, Programming, Budgeting, for Ohio's Public Institutions of Higher Education." Columbus: Ohio Board of Regents, May 1970, 218pp. ED 043 284

29.47 Minter, W. John and G. Ben Lawrence, eds. Management Information Systems: Their Development and Use in the Administration of Higher Education. Boulder, WICHE, 1969.

29.48 Molnar, Andrew R. "Systems Applications in Higher Education: Implications for Research and Development." Paper presented at the American Educational Research Association Annual Meeting, New York, February 1971. ED 054 643

Pitfalls of applying systems analysis to problems of information explosion and equal educational opportunity -- educational policy is a very broad area; long-run goals may conflict with immediate political pressures; decentralization and horizontal organization of education may inhibit application of systems techniques evolved in industry; human element crucial; information does not always affect performance.

29.49 Newton, R. D., et. al. "Models for University Systems Planning." College Park, Pennsylvania: Pennsylvania State University, October 1970, 22pp. ED 044 816

Mathematical model to predict future enrollments and degree production.

29.50 O'Neill, June. Resource Use in Higher Education; Trends in Output and Inputs, 1930 to 1967. Berkeley: Carnegie Commission on Higher Education, 1971, 106pp.

29.51 Pace, C. Robert. "An Evaluation of Higher Education: Plans and Perspectives." Los Angeles: Center for Study of Evaluation, 1969. ED 037 188

29.52 Palola, Ernest G., et. al. "The Reluctant Planner: The Role of Faculty in Institutional Planning." Berkeley: Center for Research and Development in Higher Education, 1968. ED 025 212

Study of statewide planning at 81 schools finds: (1) planning done through committees; separate ones for faculty and administration; (2) faculty more involved if administration encourages during development of new campus or in periods of role change; (3) faculty more willing to participate in qualitative, goals planning.

29.53 _____. "Qualitative Planning: Beyond the Numbers Game." The Research Reporter, 3:2, 1968. ED 025 994

Three crises facing higher education: (1) quantitative: growth, (2) fiscal: crunch; (3) qualitative: purpose. Planning introduced to deal with first two tends to be quantitative. To get more faculty involvement you need broader, qualitative planning.

29.54 _____. Higher Education by Design: The Sociology of Planning; Statewide Planning in Higher Education. Berkeley: Center for Research and Development in Higher Education, 1970. ED 040 692

Analyzes significance of planning on operation and development of institutions with experience in planning.

29.55 Parden, Robert J. An Introduction to Program Planning, Budgeting and Evaluation for Colleges and Universities. The Proceedings of a Conference. Santa Clara: University of Santa Clara, July 1970, 210pp. ED 044 780

29.56 Peterson, Marvin W. "The Potential Impact of PPBS on Colleges and Universities." The Journal of Higher Education, 42:1, January 1971, 1-20.

29.57 Peterson, Richard E. "The Crisis of Purpose: Definition and Uses of Institutional Goals." Washington, D.C.: ERIC, October 1970. 15pp. ED 042 934

Delphi Technique as goal determination strategy.

29.58 Pinnell, Charles and Michael Wacholder. Guidelines for Planning in Colleges and Universities. Volume I. Planning System. Austin: Coordinating Board, Texas Colleges and Universities, 1968. ED 024 119

Outlines higher education planning system, integrating management and program, physical and financial planning. Conclusions: (1) planning system essential to management, (2) need to create "top" level administrative position of planning and analytical studies" to implement plan, (3) need for data base, (4) planning should be dynamic and iterative.

29.59 _____. Guidelines for Planning in Colleges and Universities. Volume II. Management and Financial Planning. Austin: Coordinating Board, Texas Colleges and Universities, 1968. ED 024 120

Techniques of program and financial planning, emphasizing goals, reports, management, PPB, organizational development, and staffing.

29.60 Public Policy Research Organization. More Scholars per Dollar. Irvine: The Authors, February 1971, 805pp. ED 051 776

Examines ways to deal with increasing enrollments.

29.61 Rath, G. S. "Management Science in University Operations." Management Science, 14:6, 1968, 373-384.

29.62 Schultz, T. W. "Resources for Higher Education: An Economist's View." Journal of Political Economy, 26:3, May-June 1968, 327-47. ED 031 159

Seven useful propositions for planning and finance: education as human capital; three major functions of higher education are talent (1) discovery, (2) instruction, (3) research; little increase in productivity of labor entering higher education; foregone earnings; demand projections uncertain; use rate of return to guide educational planning; education affects distribution of income.

29.63 Schure, Alexander. "Systems Applications in Higher Education." Paper at American Educational Research Association, February 1971. ED 047 596

29.64 Smith, Lester S. "The Allocation of Financial Resources in Higher Education." 1967, 30pp. ED 017 981

29.65 Smith, Robert G. College and University Planning. Report on a Joint Study by Colgate University and American Foundation for Management Research. Hamilton, New York: Colgate University, 1969. ED 031 136

Study of university planning practices, literature review, analysis of business planning, expert opinions. Trial planning process developed for Colgate.

29.66 Southern Regional Education Board. "Effective Use of Resources in State Higher Education: Graduate Education, Community Colleges, Education for Blacks." Atlanta: The Authors, August 1970, 47pp. ED 045 025

Symposium papers.

29.67 Systems Research Group. The Development and Implementation of CAMPUS: A Computer Based Planning and Budgeting Information System for Universities and Colleges. Toronto: The Authors, August 1970, 87pp. ED 047 646

29.68 Tabor, C. Dwight, Jr. "Feasibility Study of Simulation Model for Planning on an Urban Campus. Final Report." Atlanta, Georgia State University, 1972. ED 060 823

Costs probably outweigh benefits of existing models. CAMPUS and WICHE's RRPM look promising. Both based on induced-course-load-matrix (ICLM) which was tested.

29.69 Taylor, William. "Policy and Planning for Post-Secondary Education -- A European Overview." Strasbourg, France: Documentation Centre for Education in Europe, December 1970, 57pp. ED 047 577

29.70 Thompson, Robert K. "Higher Education: An Operating System Study Utilizing a Dynamic Simulation Model," in A. N. Schrieber, ed., Corporate Simulation Models. Seattle: Office of Publications, Graduate School of Business Administration, University of Washington, 1970.

29.71 Tickton, Sidney G. "The Need for Planning at Private Colleges and Universities." Association of American Colleges, 1963. ED 035 200

Discusses changes in population, jobs, enrollment, economy as they might affect the average liberal arts college.

29.72 Ward, Robert C. "Long Range Planning -- Finances, Higher Education." Lexington, Kentucky: University of Kentucky, 1969. ED 033 653

Notes crisis areas: educational opportunity, management, accountability, control, government, waning public support. Predicts states or regions will not be able to finance higher education from taxes in next ten years. Recommends extending financial planning period to ten years.

29.73 WICHE. Implementation of NCHEMS Planning and Management Tools at California State University, Fullerton. August 1972.

29.74 Whittenberg, John S. and Anne W. Schumacher. Guidelines for Planning a Task-Oriented Information System. Alexandria, Virginia: Whittenberg, Vaughan Associates, Inc., March 1969. ED 027 925

Objectives: propose task-orientation to integrate research, identify major decisions and concepts in choosing a system, make up planning guide. Functional requirements of system, system planning model.

29.75 Williams, Harry. Planning for Effective Resource Allocation in Universities. Washington, D.C.: American Council on Education, 1966, 78pp. ED 014 158

Cross-references: 2.30, 3.34, 6.1, 6.31, 7.4, 7.29, 7.32, 7.36, 7.38, 7.39, 7.43, 7.45, 8.9, Section 10, 18.52, 22.19, 23.32, 24.2, 25.14, 25.19, 25.20, 25.21, 25.27, 25.31, 26.6, 26.10, 27.14, 32.1, 32.12, Section 34, 35.1, 35.3, 35.14, 35.15, 35.22, 35.29, 35.32, 35.33, 35.35, 35.36, 35.43, 35.47.

## 30. Planned Educational Change

30.1 Baskin, Samuel, et. al. "Innovation in Higher Education -- Developments, Research, and Priorities." New Dimensions in Higher Education #19. Durham, North Carolina: Duke University, April 1967. ED 013 380

Four essays of particular aspects of innovation in higher education: goals of change seekers and resisters, examples of operative innovations, processes and problems, priorities.

30.2 Benezet, Louis T. "Continuity and Change; The Need for Both." Washington, D.C.: American Council on Education, 1969. ED 022 422

Paper for 1968 A.C.E. meeting. Notes major changes in higher education in last 30 years (growing systematization, large increase in federal funds, faculty more professional, changed student attitudes), constant factors (teaching methods, purpose of universities, general character of students who believe they're at critical point in history). Maintains that continued strength of higher education requires: planned diversity, public understanding, internal cooperation. Included in Caffrey (4.3).

30.3 Bertrand, Alvin L. and Robert C. Von Brock, eds. "Models for Educational Change. Monograph 2." Austin, Texas: Southwest Educational Development Corporation, 1968. ED 025 361

Areas investigated: (1) culture in relation to education, (2) apply social organization and interaction theory to education, (3) actions to implement planned social change, (4) diffusion process in education.

30.4 Bhola, H. S. and V. E. Blanke. "A Report of Conference on Strategies for Educational Change." Columbus: Ohio State University, Research Foundation, September 1966. ED 012 376

30.5 Broudy, Harry S. "Criteria for the Theoretical Adequacy of Conceptual Framework of Planned Educational Change." 1967. ED 010 914

Educational change considered as scientific knowledge presupposes exploration of difficulties in meeting of accepted scientific criteria. Conceptual framework should consider inherent difficulties of psychological and social analysis. Two approaches: extrapolation, criticism.

30.6 Clark, David L. and Egon G. Guba. "Effecting Change in Institutions of Higher Education." Bloomington: National Institute for the Study of Educational Change, 1966. ED 028 685

Systematic change requires certain clearly defined activities which are not going on in higher education. Paper presents eight-category classification scheme to describe change process, current state of required activities, conflict between logical change and university culture and behavior, strategies for change which preserve university culture.

30.7 Clark, David L. and John E. Hopkins. "A Report on Educational Research Development and Diffusion Manpower, 1964-1974." Bloomington: Indiana University Research Foundation, 1969. ED 039 371

Discusses supply of such personnel and their roles. Emphasizes elementary education.

30.8 Crookston, Burns B. and Willard W. Blaesser. "An Approach to Planned Change in a College Setting." Tempe, Ft. Collins: Arizona State University; Colorado State University, 1969. ED 035 926

Outlines elements of planned change and ways to consider change. Notes major strategies for reaching change: (a) increase driving forces, (b) decrease restraining forces, (c) combination of two.

30.9 Culbertson, Jack A. "Organizational Strategies for Planned Change in Education." Paper prepared for the Conference on Strategies for Educational Change. Washington, D.C.: November 8-10, 1965, 44pp. ED 010 915

Outlines four strategies: a national education academy, an institute for the study of educational innovation, a plan to facilitate state and national policy development, applications of operations research to local school district problems.

30.10 Eidell, Terry L. and Joanne M. Kitchel, eds. Knowledge Production and Utilization in Educational Administration. Papers presented at University Council for Educational Administration, Career Development Seminar, Portland, Oregon, October 1967. ED 024 112

Some papers deal with general question of implementing new knowledge, others within context of educational organizations.

30.11 Evans, Richard I. and Peter K. Lepman. Resistance to Change in Higher Education. San Francisco: Jossey-Bass, 1967.

30.12 Fairweather, George W. Methods for Experimental Social Innovation. New York: John Wiley & Sons, 1967.

30.13 Galbraith, Jay R. "Path-Goal Models as a Basis for the Design of Organization Reward Systems." Paper presented at the Path Goal Symposium, American Psychological Association Convention, San Francisco, August 1968. ED 024 082

Paper argues path-goal models are useful in research and design of operative reward systems because they relate policy choices to path-goal attitudes to behavior.

30.14 Griffiths, Daniel E., ed. Developing Taxonomies of Organizational Behavior in Education. Final Report. New York: New York University School of Education, 1968. ED 021 339

Bases categories on four theories: decision-making, bureaucratic, compliance, general systems.

30.15 Gross, Neal, et. al. "Complex Organizations: The Implementation of Major Organizational Innovations." Paper for Annual American Sociological Association Meeting. Boston, 1968. ED 025 827

Study of change in organization of elementary school finds other factors besides resistance important in implementation of innovations: (1) how clearly nature of change is perceived by members, (2) ability of members to do new tasks, (3) availability of needed equipment, (4) fittingness of change to state of the organization. Administrator can facilitate bringing in favorable conditions and in rewards. Frustration can lead to resistance.

30.16 Guba, Egon G. "Evaluation and Change in Education." Bloomington, Indiana: National Institute for the Study of Educational Change, 1968. ED 027 601

Evaluation is very important to planned social change for improving education. "Neomobilistic" equals evolution to new state vs. "homeostatic." Four evaluation: context, input, process, product. Six evaluator roles: interpreter, instrument specialist, data processor, information specialist, reporter, and data collector. Six steps. Ten criteria.

30.17 _____. "The Basis for Educational Improvement." Bloomington, Indiana: National Institute for the Study of Educational Change, 1967. ED 027 600

Major steps in change process: research, development, diffusion, and adoption. Influences on research: loose organization, university base, individual direction, theory orientation, commitment to experiment, "psycho-statistical tradition," part-time nature, Federal funding. Resulting problems: non-utilization, lack of links to practice, inadequate researcher training. Discusses diffusion strategies and techniques.

30.18 Havelock, Ronald G. A Guide to Innovation in Education. Ann Arbor: Publications Division, Institute for Social Research. ED 054 604

30.19 _____. Major Works on Change in Education. Ann Arbor: Publications Division, Institute for Social Research.

Annotated bibliography.

30.20 _____. Planning for Innovation. Ann Arbor: Publications Division, Institute for Social Research.

30.21 Jones, Garth N. Planned Organizational Change: A Study in Change Dynamics. London, England: Routledge and Kegan Paul, Ltd., 1969. ED 034 923

Develops broad model to apply social science to planning of change in formal and informal organizations and groups. Discusses role of change agents, "theories and findings on organizations as client systems, strategies and tactics of change, problem of determining and analyzing goals." Assesses state of art of planning change. Indicates problems.

30.22 Jung, Charles C., et. al. "An Orientation and Strategy for Working on Problems of Change in School Systems." Washington, D.C.: National Training Labs, 1967. ED 012 513

Focuses upon the internal functioning of the public school system. Higher education is mentioned in terms of: (1) inter-university collaboration and (2) university team relationships with selected school systems in its region. Approach might be adaptable to planning change in higher education.

30.23 Kessel, Vicki and Oscar Mink. "The Application of Open Systems Theory and Organization Development to Higher Education: A Position." Durham, North Carolina: National Laboratory for Higher Education, June 1971, 76pp. ED 053 701

Accents need for university to be adaptable to changing world.

30.24 Ladd, Dwight R. Change in Educational Policy: Self-Studies in Selected Colleges and Universities. New York: McGraw-Hill, 1970.

30.25 Lake, Dale G., ed. Cooperative Project for Educational Development. Final Report. Ann Arbor: Michigan University, 1968. ED 021 338

Discusses problems of planned change and "organizational self-renewal." Case studies include development of inter-university consortium conducting study.

30.26 Leithwood, K. A. and H. H. Russell. "Planned Educational Change: Developing an Operational Model." Paper presented at American Educational Research Association Annual Meeting, Chicago, April 1972. FD 060 567

Seven consecutive stages in educational change: (1) agree to start, (2) establish organization, (3) select problems and goals, (4) study available remedies, (5) trial balloons, (6) decide to adopt, adapt, or reject, (7) try in field. One or more of change elements needed for passing to next stage: (1) change climate, (2) interaction between theoretician and actor, (3) evaluation roles, (4) strategies for developing program, (5) cooperation between schools, (6) networks for communication, (7) teachers take responsibility, etc.

30.27 Margulies, Newton and Anthony P. Raia. Organizational Development: Values, Process, and Technology. New York: McGraw-Hill, 1972. ED 057 350

State-of-the-art.

30.28 Mayhew, Lewis B. Innovation in Collegiate Instruction: Strategies for Change. Atlanta: Southern Regional Education Board, 1967. ED 022 415

Emphasizes changing teaching methods but also discusses ways to get changes accepted: (1) faculty workshops and orientation sessions, (2) manipulation of reward systems, (3) involvement of influential faculty in change process.

30.29 Merriman, Howard O. "Evaluation of Planned Educational Change at the Local Education Agency Level." Columbus, Ohio: Ohio State University Evaluation Center, 1967. ED 025 042

Presents CIPP model (context, input, process, product) of evaluating new educational programs as a way to look at innovations and a means of decision-making. Model includes ways to organize information, to pick out program deficiencies, and an outline of evaluation criteria.

30.30 Miles, Matthew B. "The Development of Innovative Climates in Educational Organizations." Menlo Park, California: Stanford Research Institute, Educational Policy Research Center, 1969. ED 030 971

Seven functions for planning educational improvement. Management of change and suggestions for promoting innovation.

30.31 Miller, Donald R. Planned Change in Education. Burlingame, California: Operation PEP, 1968. ED 022 250

Discusses dimensions of planned change, involvement of administrators and leaders and teachers, "model for time-involvement dimensions for innovations in educational practice."

30.32 Miller, Richard I. "Directions and Processes of Educational Change in Higher Education." Lexington, Kentucky: University of Kentucky, 1968. ED 031 996

Indicates that direction of higher education may be toward improvement of instruction and learning through more effective management and organization. Notes current trends. Presents C. P. Snow's views on process of change and those of other authors on what innovation should be, how it should take place, and characteristics of real innovators.

30.33 Morphet, Edgar L. and Charles O. Ryan, eds. Designing Education for the Future No. 3 Planning and Effecting Needed Changes in Education. New York: Citation Press, 1967. ED 022 574

Emphasis on primary and secondary education, but chapters on planning, strategies, procedures, power structures, political problems, and state planning are relevant.

30.34 Ness, Frederick W. "Academic Change and Counter-Change." Oakland, California: Western College Association, March 1970, 10pp. ED 046 359

30.35 The Ontario Institute for Studies in Education. Emerging Strategies and Structures for Educational Change. Proceedings of the Anniversary Invitational Conference, Toronto, 1966. ED 030 178

Conference discussed how to develop and implement plan for educational change. Noted trends, rational strategies, research and development, English curriculum reform, social sciences and educational planning.

30.36 Palola, E. G. and William Padgett. Planning for Self-Renewal: A New Approach to Planned Organizational Change. Berkeley: University of California, Institute of Government Studies, April 1971, 126pp. ED 050 704

Study of planning and change at 80 colleges and universities.

30.37 Schultz, James and Philip Winstead. "The Educational Development Officer: A Catalyst for Change in Higher Education." Durham, North Carolina: National Laboratory for Higher Education, June 1971, 67pp. ED 052 766

New type of college administrator who brings about constructive change -- a planned change specialist.

30.38 Siber, S. D. and P. F. Lazarsfeld. Reforming the University: The Role of the Research Center. New York: Columbia University, 1971, 195pp. ED 047 170

Cross-references: 2.6, 2.14, 2.18, 2.22, 2.23, 2.28, 2.35, 2.36, 2.39, 2.42, 2.43, 2.44, 2.47, 2.53, 2.56, 2.65, 2.83, 2.84, 2.97, 3.19, 4.6, 6.1, 6.6, 7.6, 7.19, 7.33, 7.34, 7.48, 8.1, 8.5, 14.17, 14.19, 16.13, 23.16, 23.33, 25.1, 25.9, 35.2, 35.10, 35.20, 35.27.

## 31. Inter-Institutional Coordination

31.1 Association for Higher Education. "Coordination and Development in Higher Education. Major Addresses at the Annual Conference of the Association for Higher Education." Seattle, December 2-3, 1966. ED 021 524

Focuses on voluntary and formal modes of institutional coordination. Warren Deem views policy goals as "moving targets." Logan Wilson emphasizes that higher education so important to commonwealth that statewide coordination needed.

31.2 Boyer, R. A. and G. B. Beard. "Inter-Institutional Cooperative Program for College and Public School Teachers of Disadvantaged Youth. Final Report." University of Mississippi, August 1970, 52pp. ED 045 604

31.2 Brisbane, Robert H. "A Working Conference on Cooperative Programs among Universities and Predominantly Negro Colleges." Washington, D.C.: U. S. Government Printing Office, 1965. ED 034 016

Discusses increasing program effectiveness.

31.4 Central Naugatuck Valley, Region Education Center -- Organizing Body. Higher Education Center: The Potential for Sharing Facilities among Institutions of Higher Education in Connecticut. Hartford, Connecticut: The Authors, June 1968. ED 029 556

31.5 Washington Center for Metropolitan Studies. "To Shape a Metropolis. The Prospectus 1969-1972." Washington, D.C., 1969. ED 028 752

Plan for inter-university urban observatory and educational affairs programs in Washington, D.C. Center to coordinate programs and develop strategies for Washington.

31.6 College Center of the Finger Lakes. Interinstitutional Cooperative Arrangements in Higher Education in New York State. Corning, New York: 1970. ED 054 718

Chapter 1: developing arrangements, need for and problems of cooperation; Chapter 2: regional arrangements in New York; Chapter 3: effect of co-op arrangements on financing, manpower development, higher education opportunity, teacher education, junior colleges, libraries; Chapter 4: need to extend.

31.7 Donovan, George F., ed. College and University Interinstitutional Cooperation. Washington, D.C.: The Catholic University of America, 1965.

Proceedings of June 1964 conference. Advantages and obstacles.

31.8 Gould, Samuel B. "An Age of Academic Cooperation." Address delivered to Association of State Colleges and Universities, Columbus, Ohio, November 13, 1967. ED 018 005

Defines the major issues of higher education in a multi-campus university setting.

31.9 Grupe, Fritz H. "Toward Realism in Initiating Collegiate Cooperative Centers." Chicago: Loyola University, 1970. ED 039 838

Presents many of the problems faced by those attempting formalized cooperation: orientation toward home institution, unreal expectations, slow starts, unwillingness or inability of members to draw or share plans, no automatic financial support. Consortiums should recognize limitations, seek institutional change, revitalization and administrative efficiency.

31.10 Howard, Lawrence C. "Inter-Institutional Cooperation in Higher Education." Milwaukee: University of Wisconsin, Institute for Human Relations, 1967. ED 034 482

Considers inter-institutional cooperation (IC) as strengthening tool for developing institutions of higher education.

31.11 Paltridge, James Gilbert. Conflict and Coordination in Higher Education. Berkeley, California: University of California Center for Research and Development in Higher Education, 1968. ED 022 414

Case study of Wisconsin Coordinating Committee for Higher Education: factors making for effective coordination between public higher education and outside world (public and government). Tentative conclusions: (1) coordination more effective in conflict situations in public has voting majority, (2) also if its staff independent of state and university agencies, (3) authority structure in statutory coordination can serve to protect rather than threaten university autonomy, (4) effective coordination fostered by clear, enforceable, changeable definitions of group roles and functions.

*31.12 _____. "Urban Higher Education Consortia." Berkeley: Center for Research and Development in Higher Education, 1971. ED 057 747

Eight cases. Common problems. Weaknesses. Remedies. Community participation.

*31.13 Patterson, Lewis D. "Consortia in American Higher Education." Washington, D.C.: ERIC, November 1970, 23pp. ED 043 800

Discusses rationale behind consortia and some of the practical problems. Annotated bibliography of 52 references on the topic.

31.14 San Francisco Consortium. "The San Francisco Consortium: An Educational Association for Urban Affairs. Progress Report." California: The Authors, 1969. ED 036 276

Consortium formed to effectively use five universities' resources on the problems of the urban environment, also through coordination, exchange and joint ventures to improve research and service programs of participating institutions. Describes some of Consortium's services and programs to community. Goal: establish multi-purpose urban educational center.

31.15 SREB. "Expanding Opportunities: Case Studies of Inter-institutional Cooperation, 1969." Atlanta: The Authors, 1969. ED 030 402

Five cases of cooperation between formerly black and white organizations showing feasibility and worth of such programs.

31.16 SUNY. "Inventory of Selected Interinstitutional Cooperative Arrangements as of January 1971. Sharing Academic Resources." Albany: Central Staff Office of Institutional Research, 1971. ED 054 750

Nineteen kinds of arrangements which extend academic resources of institution classified.

31.17 University Extension. Role of Wisconsin Institutions of Higher Education in Area Resource Planning and Development. Consortium Project. Title I, HEA 1965. Madison: Wisconsin University, 1968. ED 029 589

Examines role of higher education in solving community problems, explores existing structures, and plans ways for Consortium to assist universities.

Cross-references: 23.11, 23.25, 23.29, 35.46.

## 32. Statewide Systems

32.1 Abrahams, Louise. State Planning for Higher Education. Washington, D.C.: The Academy for Educational Development, 1969.

32.2 Aldrich, Daniel G., Jr. "Maintaining Institutional Indentity and Autonomy in Coordinated Systems." Boulder: Western Interstate Commission for Higher Education, 1966. ED 026 943

Institutional independence is influenced by external constraints and internal attitudes and behaviors. California constraints come from Master Plan for Higher Education and the Coordinating Council for Higher Education, also government and accrediting agencies and professional groups. Sources of autonomy are students, faculty, and staff, not the administration.

32.3 Berdahl, Robert O. "Guidelines for Research on Statewide Systems of Higher Education." 1967. ED 025 006

Steps: (1) enabling legislation and current status, (2) historical development, (3) state politics and attitudes of legislature and executive towards higher education, (4) interrelations among: higher education, state government, coordinating board. Issues: (1) allocation of resources, (2) budgets, (3) planning programs and policies, (4) state and Federal aid, (5) how does board mediate between higher education and government.

32.4 Brumbaugh, Aaron J. "State Wide Planning and Co-ordination of Higher Education." Atlanta, Georgia: Southern Regional Education Board, 1963. ED 010 955

Argues for an independent state agency. Suggests approaches to long range planning and coordination of higher education in southern states and three general types of organizations: (1) single coordinating-governing boards, (2) liasion co-ordinating boards, (3) voluntary coordination with no external agency control. Sets out requirements for state planning and coordination agency.

32.5 Chambers, M. M. "Boards Governing Two or More State Institutions of Higher Education." Illinois State University, February 1970, 9pp. ED 051 766

32.6 Cox, Lanier and Lester E. Harrell. The Impact of Federal Programs on State Planning and Coordination of Higher Education. Atlanta, Georgia: Southern Regional Education Board, 1969. ED 037 176

Looks at impact of Federal programs on state planning and coordination. Gives opinions of institutional presidents and state officials.

32.7 Friedman, Burton Dean. State Government and Education: Management in the State Education Agency. Chicago: Public Administration Service, 1971, 106pp.

32.8 Glenny, Lyman A. "Institutional Autonomy for Whom?" Washington, D.C.: The American Association for Higher Education, 1970. ED 040 674

Considers criteria for state interference. Notes interference generally limited to major policy areas without much loss of institutional autonomy.

32.9 _____. "Politics and Current Patterns in Coordinating Higher Education." Boulder: Western Interstate Commission for Higher Education, 1966. ED 026 942

Presents three patterns of statewide coordination: (1) voluntary council of public university presidents and board members, (2) single governing-coordinating board, (3) citizen board -- not direct administration. Influences favoring citizen boards: (1) agency leadership in policy formation, (2) federal grants becoming more oriented to state than to institution, (3) private institutions becoming involved in public policy-making.

32.10 Glenny, Lyman A., et. al. Coordinating Higher Education for the '70's. Multicampus and Statewide Guidelines for Practice. Berkeley: University of California Center for Research and Development in Higher Education, 1971, 108pp. ED 057 752

Emphasizes the role of the coordinating board as the intermediary between state government and institutions. Concentrates on planning, budget review, and program approval as functions having the most direct bearing on substantive developments in higher education.

32.11 Gove, S. K. "Statewide Systems of Higher Education Studies -- A Summary." Denver: Educational Commission of the States, 22pp. ED 019 725

32.12 Leone, Lucile P. Statewide Planning for Nursing Education. Atlanta: Southern Regional Education Board, 1967. ED 015 146

32.13 McCarrey, Leon R. and Lawrence B. Kobler. The Importance of Coordination in Higher Education. Salt Lake City: Utah Coordinating Council of Higher Education, 1968. ED 024 118

Summary of status and structure of coordination of higher education in 21 states as of 1968.

32.14 McKean, Roland N. "Centralization and Higher Education." Los Angeles: University of California, 1965. ED 011 142

Suggests costs and benefits of centralized authority. Compares policies of two multiversities (coordinated state college systems), two relatively independent public universities in one state, and three private institutions in one state. Results indicate: (1) the greater the degree of centralization, the more constraints on lower level choices; (2) greater centralization, lesser diversity in policies and practices affecting a given number of students; (3) centralization may cause neglect of relevant costs and gains; (4) centralization may yield less desirable way of resolving conflicts.

32.15 New York State Education Department. New York State and Private Higher Education. Report of the Select Committee on the Future of Private and Independent Higher Education in New York State. January 1968, 145pp. ED 043 281

Recommends measures the state can take to preserve private institutions without infringing on autonomy. Discusses the role of the Regents in statewide planning and coordination, and the need for limited direct state aid to private institutions.

32.16 Palola, Ernest. "Academic Reform, a Challenge for Statewide Planners." Berkeley: Center for Research and Development in Higher Education, 1970. ED 041 538

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32.17 Paltridge, James Gilbert. "Organizational Forms Which Characterize Statewide Coordination of Public Higher Education." Berkeley: Center for Research and Development in Higher Education, 1965. ED 030 356

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32.18 Perkins, James A. Higher Education: From Autonomy to Systems. New York: International Council for Educational Development, 1972.

32.19 SREB. "A Unitary State System of Higher Education: A Staff Paper, Institute for Higher Education Opportunity." Atlanta: 1970, 11pp. ED 042 870

32.20 _____. "New Directions in Statewide Higher Education Planning and Coordination." Atlanta: Southern Regional Education Board, 1970, 59pp. ED 046 133

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33.2 Coons, Arthur G. A Master Plan for Higher Education in California. Sacramento: California State Department of Education, 1960. ED 011 193

33.3 _____. El Plan de Santa Barbara; A Chicano Plan for Higher Education. Santa Barbara: La Causa Publication, January 1971, 154pp. ED 047 854

### COLORADO

33.4 Association of State Institutions of Higher Education in Colorado. Television for Higher Education in Colorado -- A Five Year Plan. July 1964. ED 015 642

33.5 Colorado Commission on Higher Education. Planning for the 1970's: Higher Education in Colorado. Denver: 1971. ED 056 670

Includes discussion of higher education in metropolitan areas.

### CONNECTICUT

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33.7 Connecticut Commission for Higher Education. Report of Task Force IV to the Connecticut Commission for Higher Education. Hartford: 1970, 72pp. ED 048 833

33.8 Connecticut Commission for Higher Education. Report of Task Force III to the Connecticut Commission for Higher Education. Hartford: 1970, 49pp. ED 048 834

33.9 Connecticut Commission for Higher Education. Report of Task Force II to the Connecticut Commission for Higher Education. Hartford: 1970, 53pp. ED 048 835

33.10 Connecticut Commission for Higher Education. Report of Task Force I to the Connecticut Commission for Higher Education. Hartford: 1970. ED 048 836

DELAWARE

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ILLINOIS

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INDIANA

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33.19 _____. Statistical Abstract of Higher Education in North Carolina, 1969-70. Raleigh: 1970, annual. ED 040 645

33.20 North Carolina State Commission on Higher Education Facilities. Estimate of Labor Market Requirements in Forsyth and Mecklenberg Counties, 1975. Raleigh: The Authors, 43pp.

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PENNSYLVANIA

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34.2 Cruze, Alvin M. "Long Range Planning for the North Carolina Community College System." Paper presented at Operations Research Society of America, National Meeting, Detroit, October 28-30, 1970, 39pp. ED 044 821

34.3 Davis, L. Mitchell. "Desirable Characteristics of and Criteria for Establishing a System of Community Colleges in Kentucky." Frankfort: Kentucky State Department of Education, 1966. ED 011 186

34.4 Educational Facilities Laboratories, Inc. "A College in the City: An Alternative." New York: 1969. ED 031 169

Study of how community college could change Bedford-Stuyvesant: educating people, providing parks, recreation, cultural facilities, housing. Designed to blend in. Open twenty-four hours six days a week for all community people having high school certificate or passing test.

34.5 Goodfriend, Harvey J., et. al. "Centre City Community College -- A Simulation in Comprehensive Planning." Unpublished, June 1969, 25pp. ED 031 056

Simulation to test certain hypotheses and comprehensibility of planning and effective methods of planning.

34.6 Hurlburt, Allan S. State Master Plans for Community Colleges. Washington, D.C.: American Association of Junior Colleges, 1969. ED 032 887

Examines 19 state plans: rationale, planners, development process, content, implementation, needed research, purposes.

34.7 Johnson, Byron Lamar. Starting a Community Junior College. Washington, D.C.: American Association of Junior Colleges, 1964. ED 011 772

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34.8 Kansas Advisory Committee on Junior Colleges. "Community Junior Colleges. A Report Relating to the Role, Function, Organization, Financing, and Supervision of Junior Colleges on Proposal #2." Topeka: 1964. ED 037 901

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34.14 Ohio Board of Regents. "A Guide to Community College Planning in Ohio." Columbus: The Authors, 1965. ED 019 954

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Fifty-one citations under key terms: cost effectiveness, program budgeting, program cost.

35.2 Baldridge, J. Victor. "Organizational Change Process: A Bibliography with Commentary." Stanford, California: Stanford Center for Research and Development in Teaching, 1970. ED 036 908

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35.4 College of Education. The Community College. The Public Junior College Movement. Fifth Idition. Gainesville: University of Florida, 1968. ED 022 467

Bibliography of books, documents, published and unpublished articles, microfilms, and directories relating to movement to establish public community and junior colleges (1924-1967).

35.5 Center for Research and Development in Higher Education. "Bibliography on Higher Education." Berkeley: University of California at Berkeley, 1967. ED 018 011

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35.9 Diener, Thomas J., ed. An Annotated Guide to Periodical Literature: Higher Education. Athens, Georgia: Institute of Higher Education, University of Georgia, 1969, 35pp.

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35.11 ERIC and AAHE. "Current Documents in Higher Education: A Bibliography." Washington, D.C., 1970, 161pp. ED 047 660

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35.13 Feuer, Ronald J., comp. "Annotated Bibliography of Materials in Urban Higher Education." Bloomington, Indiana: Center for Urban Affairs, Indiana University, 1969, 5pp, unpublished.

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